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ABSTRACT

A project was conducted for two purposes: (1) to produce a new edition of the Pennsylvania Staff Handbook for adult literacy educators and to test whether increased involvement of adult basic and literacy practitioners in the state in the planning and evaluation of the new edition would increase the likelihood of meeting the needs of the target audience more effectively than the last edition; and (2) to produce detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language based on information gathered from a variety of sources, for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania. A field focus group provided reactions to the 1992 edition of the staff handbook and an editorial board reviewed handbook content. A literature review was conducted to produce the competency lists. Based on a comparison of the overall ratings given to the two editions of the staff handbook by the field focus group, along with a comparison of the number of lower- and higher-rated articles in both editions, there is evidence to conclude that the 1995 edition better meets the needs of literacy educators in the state than did the 1992 edition. (Numerous attachments to the report are as follows: handbook writers' guidelines, editorial board letters, field focus group preproduction questionnaire, 1992 handbook contents, preproduction totals and average scores, 1992 handbook readability/clarity/focus ratings, focus group preproduction comments, postproduction questionnaire, 1995 handbook contents, postproduction totals and average scores, 1995 handbook ratings, and focus group postproduction comments.) (KC)

ED 395 118

FINAL REPORT

Project Title:
The Pennsylvania Adult Basic and Literacy Education
Staff Handbook, 1995 Edition:
A Quasi-Experimental Approach
and
A Paradigm of A lt Basic and Literacy Education Staff Competencies

["Staff Handbook and Staff Competencies"]

Project Director:
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Fiscal Year: 1994-95

Grantee:
New Educational Projects, Inc.
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Project No.: 99-5030
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- Field Focus Group Comments, Post-Production
- Staff Handbook, 1995 Edition
- Staff Competencies report

ABSTRACT

Title: The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition: A Quasi-Experimental Approach and A Paradigm of Adult Basic and Literacy Education Staff Competencies

Project No.: 99-5030 **Funding:** $24,962

Project Director: Tana Reiff **Phone No.:** (717) 299-8912

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Purposes:
1. To produce a new edition of the statewide Staff Handbook and, in so doing, test whether increased involvement of adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of the new edition would increase the likelihood of meeting the needs of the target audience more effectively than the last edition.
2. To produce detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language, based on information gathered from a variety of sources, for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania.

Procedures:
The content of *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition,* was based on the a Field Focus Group survey of their reactions to the 1992 Edition of the Handbook, along with a seven-member Editorial Board. A literature review was conducted on competencies for instructors in adult basic and literacy education programs, with recommendations for a competency-based staff development plan.

Summary of Findings:
1. The new edition of the *Staff Handbook* was produced.
2. A report on staff competencies was produced, including a list of measurable competencies in four categories: a) adult learning in the context of the educational program and the community, b) assessment of learner needs and of progress toward goals, c) curriculum and materials in content areas, and d) instructional process and practice.

Conclusions:
1. Based on a comparison of the overall ratings given to the two editions of the Handbook by the Field Focus Group, along with a comparison of the number of lower- and higher-rated articles in both editions, there is evidence to conclude that the 1995 edition better meets the needs of ABLE practitioners in Pennsylvania than the 1992 edition.
2. The existing competency lists we examined, along with topics culled from the content of existing training programs, would help form the basis for development of a new list.

Products (2):
1. 64-page book: *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition*
2. Report: "Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development Program in Pennsylvania"

Descriptors:

INTRODUCTION

This project was comprised of two distinct components in order to facilitate financial management and coordination. One component produced The Pennsylvania Adult Basic and Literacy Education Handbook, 1995 Edition, hereinafter referred to as "the Handbook." The other component reviewed the literature on competencies for ABE/literacy/ESL staff to assist in forming a basis for a list of measurable competencies for adult basic and literacy education staff in Pennsylvania.

This structure differs substantially from the original proposal for this project, which was entitled "Production of Three Handbooks for Adult Literacy Staff and Students Using Need-Based Quasi-Experimental Designs." Due to New Educational Projects' internal desire to keep the federal portion of the budget under $25,000, along with the Bureau of Adult Basic and Literacy Education's request to conduct a literature search on competencies for adult basic and literacy educators, the project budget was resubmitted. The revised project eliminated the provision for production of two student handbooks ("Student Handbook" and "What's Next?", a guide to further educational and career opportunities for adult students) and included only the Staff Handbook and the staff competencies literature review. The "quasi-experimental" approach to the Staff Handbook was retained, while the staff competencies component employed a fairly standard research approach to searching the literature and preparing a report offering a model and recommendations for a competency-based staff development plan.

Project director and editor of the Handbook was Tana Reiff, who has edited previous editions of the staff and administrators' handbooks. All of the work for this project was conducted between August 4, 1994, the approval date, and June 30, 1995.

The Staff Handbook produced through this project would be of interest primarily to adult basic and literacy education teachers, tutors, counselors, and other staff in Pennsylvania, due to some state-specific content in the book, but a substantial portion of the book would also be of interest to comparable practitioners in other states.

The staff competencies component would be of interest to anyone interested in an overview of work on this topic over the past two decades but is of primary interest to staff of the Bureau of Adult Basic and Literacy Education, Regional Staff Development Centers in Pennsylvania, and task forces involved in future staff development plans for Pennsylvania and elsewhere.

Most of the findings reported here relate to the Handbook component of the project. The bulk of the information on the staff competencies component is contained in the report of that work, attached.

Permanent copies of this Final Report and the two products are filed with Pennsylvania's State Literacy Resource Centers, along with a limited number of copies of the project's two products (The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition, and "Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development Program in Pennsylvania").

STATEMENT OF THE PROBLEM

A revised edition of the Staff Handbook has been produced every three years since 1989, each with a greater amount of new material than the previous edition. This year, 1995, was the scheduled date for revision of the Handbook. The Handbook is periodically revised to reflect changes in policy, educational theory, and instructional practice that affect teachers, tutors, coordinators, counselors, and other staff working in adult basic and literacy education programs in Pennsylvania. A separate edition is produced to specifically address the needs of program administrators.

This time, an experimental approach was taken to the Handbook as an outgrowth of a 1993-94 project produced by New Educational Projects, Inc., entitled "Research Distilled: Practical Summaries of Adult Education 353 Research Projects, 1989-93." The final report of that project concluded that:

> "All Adult Education Act research and demonstration projects, including basic data collection and analysis, should be required to follow experimental methodology, even if at a simplified level. This would help produce 'best practices' and findings that could be validated or replicated elsewhere."

As a result, we "put our money where our mouth is" and attempted to apply experimental methodology to production of the new edition of the Handbook. However, because we were aware that such an approach would have practical and budgetary limitations in the context of publication production, we used the term *quasi-experimental* to mean that an professedly experimental approach would be pursued but that strictly scientific research and data-analysis methodology would not be applied in all regards.

The staff competencies component of this project was produced in response to a need expressed by the Bureau of Adult Basic and Literacy Education to examine work that

has already been done with regard to identifying the competencies needed by practitioners in adult basic and literacy education. This was a preliminary step in possible future implementation of a competency-based staff development plan for Pennsylvania.

GOALS AND OBJECTIVES

In line with the quasi-experimental design, the proposal preceded its list of goals and objectives by identifying the problem at hand, forming a research question, and developing a hypothesis which the project would test. These were as follows:

Problem. *The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition*, which has been used by thousands of practitioners throughout Pennsylvania since its release, and which has been very positively received across the board, needs to be updated, as has been done every three years since 1989.

Question. How can a 1995 edition of the Staff Handbook meet the needs of adult basic and literacy education practitioners more effectively than the 1992 edition?

Hypothesis. Increased involvement of representative adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of a new edition would increase the likelihood that the publication would more effectively meet the needs of the target audience.

To test the hypothesis, the following goal and objectives were pursued:

Goal:

To test whether increased involvement of adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of a new edition of the statewide Staff Handbook would increase the likelihood that the publication would meet the needs of the target audience more effectively than the last edition.

Objectives:

a. Identify staff needs through four methods, three which are new to this project and one employed for previous editions. These are:
   1) Collect information derived from the nine Regional Staff Development Centers' existing needs assessment surveys.

2) Draw on suggestions and comments collected through field evaluation surveys of the 1989 and 1992 editions.
3) Assemble a Field Focus Group of 36 adult basic and literacy education practitioners to review the 1992 edition, recommend contents of the 1995 edition, and review the 1995 edition.
4) Form an Editorial Board of at least seven appropriate individuals to suggest requisite contents and qualified writers and to review draft manuscripts.

b. Produce 3,000 copies of a new 64-page edition of the Staff Handbook, based on the changing needs, more relevant topics, better targeting of topics, new issues, etc. as derived from the methods employed in Objective #a.

c. Evaluate the effectiveness of the new edition of the Staff Handbook through two methods:
1) Analyze the responses to the pre- and post-production questionnaire completed by the Field Focus Group.
2) Analyze the responses to a general Publication Evaluation Form distributed with copies of the handbook.

For the second component of this project, "A Paradigm of Adult Basic and Literacy Education Staff Competencies," the overall goal was as follows:

Goal:

To produce detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language, based on information gathered from a variety of sources, for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania.

This goal was to be pursued through three phases:

Research Phase:

To gather as much information as possible on staff competencies:

1. **Existing literature on staff competencies** established within the aforementioned areas, as developed in Pennsylvania as well as by all other states. This will include reports of related Section 353 staff development projects; research reports filed with

the Pennsylvania State Adult Literacy Resource centers, ERIC, and the Division of Adult Education Clearinghouse (U.S. Department of Education); and published books.

2. **A survey of all state adult education directors.** A letter will be sent to each state education agency requesting a copy of each state's current guidelines /research/ lists of staff competency requirements, if such documents indeed exist.

3. **Interviews with and/or written surveys of adult education staff-development specialists.** Persons to be contacted might include Pennsylvania's nine regional staff development directors and coordinators; Richard Gacka (Northwest Tri-County IU#5, Edinboro); Meredyth Leahy (Muhlenberg College, Allentown); Hannah Fingeret (Literacy South, Durham, North Carolina); Suzanne Cockley (Virginia Adult Educators Research Network); and others that these individuals may suggest.

Compilation Phase:

4. All gathered information will be compiled, organized, classified, and summarized into the following four instructional categories: a) adult literacy, b) adult basic education, c) English as a second language, and d) general. This step will include subjective elimination of information that is redundant, outdated, or considered inappropriate to the purpose of this study.

5. A workable format for reporting the findings will be planned.

6. The researcher will hold a meeting with relevant Bureau of Adult Basic and Literacy Education staff to report interim findings and solicit input for the reporting phase of the project.

Reporting Phase:

7. Organized, classified information will be documented into a report.

8. Eleven copies of the final report will be furnished to the Pennsylvania Department of Education for further consideration, filing, and additional reproduction and distribution as needed. [Fewer than this number were actually required.]

9. All work will be completed as soon as possible, aiming for completion by March 1995.

PROCEDURES

Staff Competencies Procedure

Since the procedure for the staff competencies component of this project is more concise, we will address it first. We initially identified potentially relevant papers on the subject of competencies for adult basic and literacy educators through bibliographies of books and other materials with which we were already familiar or could easily secure. We then requested the additional materials through AdvancE, our State Literacy Resource Center, at various times as we identified more and more potential resources. The assistance of Cheryl Harmon, resource specialist at AdvancE, was invaluable. The project director also spent a day at AdvancE, quickly reviewing the papers on microfiche and producing hard copies of those containing potentially relevant material. We then reviewed those copies in more detail and derived information from them for inclusion in our paper.

We maintained contact with Dr. Richard Gacka at Northwest Tri-County Intermediate Unit #5 in Erie, who was conducting a related Section 353 project on professionalism of ABLE practitioners.

In addition, we contacted every state's adult education office through the State Literacy Resource Centers' online network, then wrote letters to those states identified in Pelavin studies as possibly having competency-based staff development programs in place.

We also contacted Dr. Meredyth A. Leahy at Regents College in Albany, New York, who has written extensively on staff development and had worked previously for many years in adult education staff development in Pennsylvania. She supplied her 1992 doctoral thesis, "A National Cross-Time Study of Mocker's 1974 Knowledges, Behaviors and Attitudes for Adult Basic Education Teachers" and suggested additional resources.

A draft of the paper on staff competencies produced through this project was presented in a March meeting with Cheryl Keenan, Director, and Ella Morin, Chief, Special Programs and Projects Division, of the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education. It was also provided to Judith Alamprese of COSMOS Corporation, who was concurrently conducting Project EQuAL for the Bureau, to review and coordinate with her work.

Attached is the product of the staff competencies component of this project, the paper entitled "Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development

Program in Pennsylvania." That paper outlines in more detail the research procedures we employed to derive the information on staff competencies contained therein.

Staff Handbook Procedures

During late summer 1994, a Field Focus Group of 36 adult basic and literacy education practitioners was formed through contact with the coordinators of the nine regional staff development centers in Pennsylvania. The coordinators were requested to participate themselves and to identify one ABE/GED teacher, one volunteer literacy tutor (or tutor coordinator), and one ESL teacher within their regions by inviting these individuals to participate and then furnishing this project with their names, addresses, and phone numbers. All of the coordinators completed this initial task promptly, except in Region 8, which was in the process of hiring a new coordinator at the time of our request. (Because the position remained open during the Pre-Production Questionnaire phase of this project, a fourth practitioner in the field rather than the staff development coordinator participated in Region 8.)

The project director/editor designed the Pre-Production Questionnaire (sample attached) by listing the titles and authors of all the articles from the 1992 edition of the Staff Handbook, along with four columns of ratings, as follows:

A. Relevance:

1 Topic does not apply to my general or specific needs; no further comments

2 Topic should and DOES speak to my general or specific needs

3 Topic should but does NOT speak to my general or specific needs

B. Readability/clarity/focus:

1 Poor

2 Mediocre

3 Good

4 Excellent

C. Author's expertise:

1 Not apparent or appropriate to the topic

2 Adequate

3 Very apparent and appropriate to the topic

D. Future status:

1 Retain this article, with minor revisions, in the next edition

2 Retain this topic in the next edition, but rewrite with a different author

3 Delete this topic in the next edition

E. Specific comments on this article: (e.g., how topic should be modified; appropriateness of article length relative to other articles, etc.)

A copy of the Pre-Production Questionnaire is attached.

The Pre-Production Questionnaire was mailed to the 36 individuals in the Field Focus Group. (Only 27 were returned; therefore, only those 27 were mailed the Post-Production Questionnaire in May.)

The deadline for return of the Pre-Production Questionnaire was September 30, 1994; however, only 21 had arrived by that date, which had been set in order to allow time to prepare data for presentation at the Editorial Board meeting on October 1.

Meanwhile, the Editorial Board was assembled. The goal here was to have representation from both teachers and administrators, male and female, from various types of adult basic and literacy programs in the Western, Central, and Eastern regions of Pennsylvania. Another criterion was that every candidate would have to be able to attend the one scheduled Editorial Board meeting in Harrisburg. After numerous phone calls to various contacts throughout the state (primarily RSDC coordinators and Bureau staff) to ask for recommendations of appropriate field representatives to serve on the board, as well as to potential members, the following individuals served on the Editorial Board for the 1995 Staff Handbook:

Cheryl Keenan, Director, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education (ex-officio)

Donald Lunday, Chief, Regional Programs Division, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education (ex-officio)

Helen Hall, Staff Development Advisor, Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education (ex-officio)

Cheryl M. Harmon, Resource Specialist, AdvancE Literacy Resource Center, Pennsylvania Department of Education (ex-officio)

Twila S. Evans, Reading Specialist and Program Coordinator, Northampton County Prison, Easton, and Northampton County Community College, Bethlehem

Frank J. Nardone, Director, Federal and State Programs, Luzerne Intermediate Unit #18, Kingston

Valerie Njie, Program Director, Bidwell Training Center, Pittsburgh

With the use of a computer spreadsheet, the project director/editor prepared an analysis based on the Field Focus Group's average numerical ratings of and specific comments on each article in the 1992 edition of the Staff Handbook. At its meeting, the Editorial Board was presented with these findings and determined what to do with each topic: delete it, modify it with the same author, or assign it to a new author. Along with suggestions from the Field Focus Group, the Editorial Board also discussed and determined topics to be added to the 1995 edition, along with appropriate writers for each topic and word count to fit into allotted space. (The board helped to determine whether articles should consume two pages, one page, three-quarters of a page, one-half page, one-quarter page, etc., based on relative importance and the need for enough space to convey necessary content.) The board made some difficult decisions during this very active and productive meeting, with discussion lasting from 10:00 a.m. to past 3:00 p.m.

During the next week the project director/editor prepared letters requesting the designated individuals to write on the topics determined as a result of the Field Focus Group/Editorial Board input. A postage-paid Writer's Agreement Form, serving as a de facto contract to write, was enclosed with the letter, along with Writer's Guidelines (copy attached). A draft of the introductory article by Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, was also enclosed, intended to set the tone for all the other articles by emphasizing the themes of accountability, coordination among community services, learners' cultural backgrounds, and devotion to continuous improvement.

As has been the pattern with previous editions of the staff and administrators handbooks, all but a handful of the Writer's Agreement Forms were returned within a few weeks. The project director/editor followed up on those not received, resulting in 100% of those asked to write consenting to do so or referring us to a colleague they recommended to cover the requested topic.

The deadline for submissions was set for January 9, 1995. As also has been the pattern with the Handbooks, only about one-third of the manuscripts were received by that date. Another one-third or so of the assigned writers phoned to ask for submission date extensions. Most delivered by or shortly after that second date. Another one-third of the writers were followed up on by repeated telephone, letter, fax, and/or e-mail correspondence, up until one week before the Handbook went to press on April 18. The activity of collecting some 50 assigned manuscripts was a formidable and time-consuming task, but in the absence of payment for writers, it was necessary and unavoidable.

It is interesting to note the forms in which manuscripts were submitted. Writers were encouraged to submit in electronic form, either on 3.5" diskette or via e-mail. Of the

assigned articles (excluding the glossaries and publishers' listings), manuscripts were received as follows:

Hard copy only	7
Fax only	7
Diskette	26
E-mail	7
Modem	1
Already existed from previous edition	5
TOTAL	**53**

Manuscripts were opened, entered and/or converted in the computer, then edited for style, length, and appropriateness. They were sent to the Editorial Board in three separate batches for review during March and April. Quality overall was generally considered high. In several instances, authors were asked for additional detail or clarification, or the editor added material and returned proof copies to the authors for approval.

Material for the article entitled "Your role as an educator of adults," as well as the quotes used as fillers throughout the book, was gathered through a field survey. Copies of the survey form were sent to 12 programs representing various types of providers and student populations, and 42 completed forms were returned.

Information for the publishers listings was obtained through surveys to publishers whose names were obtained through previous Handbook listings, Royce & Royce publications, the coordinator of exhibitors at the Mid-Winter Conference on Adult Education, and a publication of the Department of Education's DAEL Clearinghouse.

The "Basic Techniques to Promote Reading for Meaning" chart was excerpted from Whole Language for Adults: A Guide to Instruction and reprinted with permission of the publisher, New Readers Press.

The list of GED Testing Centers in Pennsylvania was obtained through Larry Goodwin of the Bureau of Adult Basic and Literacy Education. Mr. Goodwin also reviewed and proofread the listing we produced prior to publication.

Glossaries were compiled from previous editions of the Handbooks, as well as from input of the Editorial Board.

The brief biographical information in Directory of Writers was solicited directly from the writers themselves. Five were missing from that listing because three authors did not submit anything and because the editor inadvertently omitted two (for which she apologized to those writers).

Most of the Editorial Board's suggested changes to the manuscripts were incorporated into the final versions of the articles. Some additional cutting had to be done

during the layout stage for copyfitting purposes. The editor handled all the layout work. Finally, she indexed the book and produced the Table of Contents. The complete Handbook was proofread in layout form by both the editor and her sister, Annette Reiff, who worked on a volunteer basis.

Printing was contracted and delivered on time, May 1. Due to a large increase in the cost of paper since the project budget was approved, we opted for only one, standard ink color for the cover, which we considered less than desirable.

Workers at Goodwill Industries of Lancaster prepared a mailing of 332 pieces to directors of adult basic and literacy education programs funded under the Adult Education Act, Section 322 and the Pennsylvania Literacy Act, Act 143, after the editor culled mailing labels (supplied by the Bureau) for redundancies. (This culling is standard procedure for these projects but was all the more important this time because library rate postage increased from .65 per piece to $1.12 after the project budget was approved.) Enclosed in each copy sent to program directors was an evaluation form and an order form so that they could secure whatever number of copies they needed for their staff.

Remaining copies (approximately 2,800) were delivered via UPS to the two State Literacy Resource Centers to fulfill orders as well as other requests for copies. The printer charged a reduced rate for the UPS delivery in an agreement with the project director to compensate for a minor printing error on the cover.

The next stage was to produce and distribute the Post-Production Questionnaire to the Field Focus Group and to analyze the results of that survey, in comparison with Pre-Production Questionnaire responses. That process is described in the Evaluation section of this report, below.

EVALUATION/OBJECTIVES MET

All objectives of both components of this project were met or exceeded, with some qualification, as described below and in the separate staff competencies report. Copies of the final products of both components are attached.

The primary evaluation instrument for the Staff Handbook component of this project was an analysis and comparison of the Pre- and Post-Production Questionnaires received from the Field Focus Group described above. This was the most detailed and valuable examination of Handbook contents ever undertaken.

Of the 36 original members of the Field Focus Group, 28 returned the Pre-Production Questionnaire. Only 20 returned the Post-Production Questionnaire by June 27,

1995, despite having been mailed reminder postcards after the requested deadline. Several more questionnaires arrived after results had been entered and analyzed, too late for inclusion in the statistical analysis.

Key entry and analysis of the Field Focus Group data was a formidable task, considerably underestimated in the project design. The limitations of the survey design are described here.

Limitations of the Field Focus Group Questionnaire Process

Questionnaire design. The survey form and the procedure for conducting the Field Focus Group survey were designed by the project manager/editor rather than someone with a statistical background and experience in designing surveys. Any weaknesses of the questionnaire are also related to the design of the process itself.

Lack of direct comparison. It was impossible to make a true "apples-and-apples" comparison because content of the two editions of the Handbook differed significantly. Even articles from the 1992 edition that ran in the 1995 edition with revisions cannot be considered directly comparable. The only truly directly comparable items were the numerical ratings for "Estimated percentage of the book that applies to your general or specific needs" and "Overall rating." We did, however, take measures to provide as much comparative data as possible.

Labor-intensive data entry. Despite use of a computer spreadsheet, every score and comment had to be entered manually rather than scanned or checked. The project director did this work rather than hire outside clerical help. Turning the pages of each questionnaire, matching up items on it with the proper spreadsheet cell, and reconstructing a few questionnaires that respondents did not properly complete consumed much more time than anticipated. It took 15-30 minutes just to enter the data from each completed form.

Incomplete data analysis. Due to time constraints, as well as the limited scope of this project, correlations between certain pieces of data were not drawn. Data collected but not correlated with other data were respondents' "primary area of involvement" (Regional Staff Development Coordinator, ABE/GED, Volunteer Literacy Tutoring, English as a Second Language), staff development region number, position title, agency, and specific location. Nor were correlations drawn between respondents' responses to the open-ended

questions and their numerical ratings of the handbook articles. Any reader of this report who would be interested in conducting further statistical analysis on the data may request from the project director a disk copy of the ClarisWorks spreadsheets.

Subjectivity of respondents' comments. All of the data collected was subjective. In particular, the column of the questionnaires in which Field Focus Group participants were asked to write brief comments on each article provided qualitative data that could be analyzed only anecdotally. For example, some comments were self-contradictory, such as one suggesting that the Unique Curricular Considerations article (pp. 34-35 of the 1995 edition) be combined into one article. Comparison of pre- and post-production data provided a number of ironies. For example, in the first survey, several respondents indicated a desire for the topic on student intake to address groups of students, not just individuals. We took action on that by asking the author to broaden the intake article to include groups not just individuals, then on the second survey received the comment: "Address a one on one intake."

Absence of long-range test of the hypothesis. It was impossible to conduct a true, longitudinal examination of whether or not increased involvement of adult basic and literacy practitioners in the planning and evaluation of a new edition would increase the likelihood that the publication would more effectively meet the needs of the target audience, as outlined in the proposal for this project. This was because we had no way of measuring impact on practice, only initial reactions to the printed material.

Some of these shortcomings were inherent in this Field Focus Group concept; accordingly, the term *quasi-experimental* was used in the project title and indeed turned out to be appropriate terminology.

In addition, we collected much information which we had not expressly set out to collect. For example, in the first column of the questionnaires, respondents were asked to mark a "1" if the "Topic does not apply to my general or specific needs; no further comments." In many cases, impossible to quantify, we strongly suspected that perhaps the topic *should* have been relevant to the respondent, aside from the way the specific article addressed it. A typical instance of this is that several of the volunteer tutors, and even some paid teachers, expressed no interest in the staff development topic. Also, it was somewhat discouraging to note that the "Essential Bookshelf" article would be irrelevant to *anyone*, when in reality it should probably be relevant to *every* practitioner.

Correspondingly, some respondents indicated that there wasn't enough material in the Handbook to address their particular area of interest, yet marked no interest in a topic that directly addressed it. For example, one respondent said there should be more for one-on-one tutors but checked "1" for the relevance of the article on Tutors of Literacy in the Commonwealth.

These anecdotal observations in the aggregate clearly point to the fact that the Handbook attempted to address a very broad and diverse audience and that in the end the product will never be able to meet 100% of everyone's needs.

Nevertheless, responses to each set of questionnaires individually provided rich data. That is, the Pre-Production Questionnaire provided very useful information for consideration in preparing the 1995 edition, and the Post-Production Questionnaire provided preliminary input for preparation of an anticipated 1998 edition. Further, having never conducted such a detailed reader survey, we can use this experience to design future Handbook projects.

See the spreadsheet summaries and graphs, attached, for more complete data from the Field Focus Group surveys, and the Conclusions section, which follows, for more analysis.

Publication Reaction Form

The other instrument used to evaluate the Handbook was a Publication Reaction Form. This is the only formal instrument that had ever been used in earlier Handbook projects.

One copy of the Publication Reaction Form was enclosed with each copy of the initial mailing to program administrators. Additional copies were supplied to the State Literacy Resource Centers to enclose with subsequent orders but too late to receive responses in time for inclusion in this report. Only 20 forms were returned by the end of the project year. The highest and lowest scores were discarded; therefore, responses from a sample of only 18 are included in the results, herewith reported in the context the actual form used. Percentages are rounded off to the nearest whole number.

The Pennsylvania Adult Basic and Literacy Education

Staff Handbook

1995 Edition

• Publication Reaction Form •

Please help to make this Handbook more useful by answering the following questions. Then, simply fold this sheet in thirds, seal, affix first-class postage, and mail—or fax to (717) 299-8912. Thank you for your time.

1. How did you come into contact with this Handbook? (check one)

17 95% a. Mailed to me, unsolicited, as a program administrator or Handbook project participant.

0 b. Read about it in *What's the Buzz?* and requested a copy from a resource center.

0 c. Heard about it through _____ and requested a copy from a resource center.

1 5% d. Other:
Cheryl Harmon passed out handbooks at the PAACE meeting.

2. What do you expect to do, or what have you done, with the Handbook? (check all that apply)

9 a. Read most or all of the book

6 b. Read parts of the book that are relevant to work

12 c. Refer to it periodically as needed

8 d. Use it as part of a staff development/inservice program. How? _____

7 e. Pass it along to someone else

0 f. Use it very little, if at all

2 g. Other: _____

Ordered more
Need for school project
Number of forms on which more than one of the above were checked: 14

3. How does this Handbook rate in terms of: (circle one number per line):

	Poor	Fair	Average	Good	Excellent	Comment/Reason for score:
Relevance to your needs	1	2	3	4	5	_____
Numerical	0	0	1	7	10	
Percentage	0%	0%	16%	28%	55%	
Weighted total score: 81						
Editing/readability/appearance		1	2	3	4	5 _____
Numerical		0	1	0	5	12
Percentage	0%	5%	0%	28%	67%	
Weighted total score: 82						
Timeliness/up-to-dateness	1	2	3	4	5	_____
Numerical	0	0	0	4	14	
Percentage	0%	0%	0%	22%	78%	
Weighted total score: 86						

Coverage of topics	1	2	3	4	5	_____
Numerical	0	0	0	7	11	
Percentage	0%	0%	0%	39%	61%	

Weighted total score: 83

Overall quality	1	2	3	4	5	_____
Numerical	0	0	1	3	14	
Percentage	0%	0%	5%	17%	78%	

Weighted total score: 85

Number of forms on which "5" was checked for all five categories: 7, or 39%

4. What is (are) the significant strength(s) of this Handbook?

Verbatim comments:

This book is a great resource for all adult educators.
Well-organized, readable, pertinent info.
good base primer for new staff
Variety of topics / Professionalism of field
Arranged by category / Timely topics
topics - addressed by members of the field
variety of topics - useful info
I like new format - a very valuable resource for all teachers.
Resources & Directories Section / Professional Development & Support Section / Intake & Assessment Section
Useful, informative & current info
variety of articles
Beautiful product! Clear & comprehensive
range of topics & contributors

5. Have you seen a previous edition of this Handbook? Yes: **16 / 89%** No: **2 / 11%**
If yes, how does the current edition compare?

Verbatim comments:

very professional
better
Improved
great format / clean type
Great new format, easier to read
Much better
It appears to offer more coverage of topics
As usual - topics of relevance are chosen
Just as excellent
As good or better
1. Better format / 2. Better information
They keep getting better!
Excellent
It is hard to recall each edition; however, I do believe that this is edition is one of the best.

6. What could be done in the future to improve the Handbook's usefulness (e.g., topics to add, delete, or enhance; reorganization; etc.)?

Verbatim comments:

I cannot really think of too much. Perhaps a bit more under assessment. For instance, tests which are believed to be the most suited to various populations, the amount of time necessary to give the test, etc.

It's more than adequate as is.

More information on workforce literacy topics/issues

Add section on public policy priorities, funding sources

?

Easier to read font size

More on adults with Learning Disabilities - and assessment, planning, etc.

no suggestions

fundraising info / diversifying funding base

7. What is(are) your position(s)?

administrator/supervisor: 16 teacher: 5 volunteer tutor: 1 counselor : 1 Other: 0

Number of forms on which more than one of the above were checked: 4, or 22%

8. What type(s) of funding does your program receive? (check all that apply)

Adult Education Act, Section 322:	15
Adult Education Act, Section 353:	6
Pa. Act 143:	10
JTPA:	6
Homeless Assistance Act:	2
Private:	4

Number of forms on which more than one of the above were checked: 8 or 44%

Number of forms on which all of the above were checked: 1 or 5%

9. In what type of organization do you work?

School, college, university based:	5 / 28%
Community based:	12 / 67%
SCI:	1 / 5%

10. Other comments: Please attach a separate sheet or letter. We welcome all comments and suggestions.

No other comments

CONCLUSIONS

Staff Competencies Component

Conclusions regarding the staff competencies component are included in the attached report but are summarized here as follows:

- Developing competency-based standards for ABLE practitioners is clearly one way to address their training needs.
- Although all of the competency lists we examined contain numerous items that would be of value to current adult basic and literacy education practice, all of the lists fall far short of current needs of the profession.
- Some of the more recent lists of competencies are considerably more current and manageable but still would probably not adequately meet Pennsylvania's current staff development needs.
- In combination with contemporary perspectives, tempered with item composition that is general, yet substantial enough to meet specific practitioner needs *and* stand the test of time, the existing competency lists we examined, along with topics culled from the content of existing training programs, would help form the basis for development of a new list.

2. A list of measurable competencies could reasonably be divided into four categories:
   a) adult learning in the context of the educational program and the community,
   b) assessment of learner needs and of progress toward goals,
   c) curriculum and materials in content areas, and
   d) instructional process and practice.

   See the attached report for the complete lists.

Staff Handbook Component

Based on the Field Focus Group survey responses for articles' Readability/Clarity/Focus, the following articles from the 1992 Edition of the Staff Handbook were rated significantly lower (average below 3.0) or higher (3.4 or above) than average. In several cases, ratings are obviously affected by lower- or higher-than-average numbers of responses. For example, certain articles were rated as relevant by a relatively low number of respondents, either because they did not pique reader interest or did not apply to an individual respondent's professional practice, thus sample sizes for subsequent ratings for such articles were correspondingly low. Readers of this report are encouraged to study the raw data and graphs attached.

1992 Edition

Lower:	Higher:
History of Adult Ed.	Practitioner Roles
National Literacy Act	Volunteers
Teaching Math	Who are your students
How Much Math is Too Much	Essential Bookshelf
Pre-GED	Publishers
GED	GED Testing Centers
Preparing for GED	Directory of Writers
ESL for Adults	It's a Date
Workplace Literacy	Glossary
Distance Education	Glossary of Abbreviations
Multiculturalism	Staff of the Bureau of ABLE
Patient Education	
Incarcerated	
Homeless	
Counseling/Personal	
Career Preparation	
TLC	
TOTAL LOWS: 17	**TOTAL HIGHS: 11**

As a result of lower ratings, certain topics were eliminated from the 1995 edition, different authors were assigned, or topic focus was modified. In a few cases, the Editorial Board deemed certain topics not worthy of inclusion despite Field Focus Group consensus, or added topics not suggested by the Field Focus Group.

1995 Edition

Lower:	Higher:
Multiculturalism	Practitioner Roles
GED Tests	Intake
Homeless	ESL Assessment
Family Centers	ESL Proficiencies
	ESL Tests
	Teaching the Beginning Adult Learner
	GED Preparation
	Teaching ESL
	Workplace
	Volunteers
	Essential Bookshelf
	Publishers
	Directory of Writers
	Glossary
	Glossary of Abbreviations
	GED Testing Centers
	Index
TOTAL LOWS: 4	**TOTAL HIGHS: 17**

Average Readability/Clarity/Focus rating was 3.12 for the 1992 Edition and 3.26 for the 1995 Edition, a slight but probably insignificant improvement.

Average Author's Expertise rating was 2.64 for the 1992 Edition and 2.76 for the 1995 Edition, a small but probably insignificant improvement.

However, as shown above, there were significantly fewer lower-rated articles and significantly more higher-rated articles in the 1995 Edition. This may be a more meaningful comparison than the overall ratings for Readability/Clarity/Focus and for Author's Expertise.

We also compared respondents' averages of the estimated percentage of each edition that applied to their general or specific needs and their average overall ratings of both editions:

Applicability:

1992 Edition 73.9%

1995 Edition 88.3%

Average overall rating:

1992 Edition 71.6%

1995 Edition 91%

The slightly lower applicability rating for the 1995 edition may be an insignificant difference. Further, it should be noted that this is a subjective rating, not based on totals of individual ratings of articles. The somewhat higher overall rating for the 1995 edition is considered significant, if slight.

Respondents' Comments

The Field Focus Group was also asked to write comments on each article in each edition of the Handbook. Comments on the Pre-Production Questionnaire, along with respondents' numerical ratings, were very much taken into consideration by the editor and Editorial Board in preparing the Table of Contents for the 1995 Edition. All of the comments from both the Pre- and Post-Production Questionnaires are attached. Many of the comments are remarkably thoughtful; note, however, that many of the comments contradict one another.

An additional conclusion can be drawn from the comments. In the context of a readership ranging from novice volunteer tutors to experienced, certified teachers, comments such as "Some of the articles may be too technical for volunteer tutors" indicate

that 1) we are unable to speak appropriately to every reader and that 2) some volunteer tutors may perceive themselves as less professional than their funders would like them to perceive themselves, or that they perceive their teaching task as less demanding than in fact it probably is.

General Conclusions

In response to the primary objective of the Handbook project—*To test whether increased involvement of adult basic and literacy practitioners in Pennsylvania in the planning and evaluation of a new edition of the statewide Staff Handbook would increase the likelihood that the publication would meet the needs of the target audience more effectively than the last edition*—the following basic conclusion may be drawn: **Based on a comparison of the overall ratings given to the two editions of the Handbook by the Field Focus Group, along with a comparison of the number of lower- and higher-rated articles in both editions, there is evidence to conclude that the 1995 edition would better meet the needs of ABLE practitioners in Pennsylvania than the 1992 edition.**

Despite its limitations, the Field Focus Group approach provided unprecedented and unusually valuable editorial input from practitioners in the field, i.e. the target readership.

In light of the scant opportunity for direct comparison between the pre- and post-production responses, questionnaires such as this would best serve as field input for editorial direction of the Handbooks and as professional interest surveys of ABLE staff in Pennsylvania.

There is great value in having collected so much evaluative data; however, the Handbook probably received more reader response than would actually be needed in a project of this sort. On the other hand, this Handbook received enormously more scrutiny than any comparable project has ever received in the past, which is surely a positive aspect of this most recent effort.

RECOMMENDATIONS

1. The Staff Handbook should be disseminated at no charge to practitioners in adult basic and literacy education throughout Pennsylvania, as available quantity permits, and be encouraged for use in local and regional programs of orientation and professional development.

2. A Field Focus Group should not be used in the production of the upcoming administrators edition of the Handbook, but the procedure used in this project should be applied in modified form to help direct editorial content of subsequent editions of any such Handbook.

3. Future editions of the Staff Handbook should solicit and apply some form of input from the field regarding its content, but through a process that is more concrete and manageable than that used in the Field Focus Group process used in this project.

4. In response to the staff competencies component of this project, the Bureau of Adult Basic and Literacy Education should consider implementing a competency-based staff development plan for Pennsylvania. Specific recommendations are detailed in the report for that component of this project. ■

ATTACHMENTS

Writer's Guidelines

Letters from Editorial Board members

Pre-Production Questionnaire

Table of Contents: 1992 Handbook

Spreadsheets: Totals and Average Scores, Pre-Production

Graphs: Readability/Clarity/Focus and Author's Expertise:
Average Ratings, Pre-Production

Field Focus Group Comments, Pre-Production

Post-Production Questionnaire

Table of Contents: 1995 Handbook

Spreadsheets: Totals and Average Scores, Post-Production

Graphs: Readability/Clarity/Focus and Author's Expertise:
Average Ratings, Post-Production

Field Focus Group Comments, Post-Production

Staff Handbook, 1995 Edition

Staff Competencies report

The Pennsylvania
Adult Basic and Literacy Education
STAFF HANDBOOK
1995 Edition

• WRITERS' GUIDELINES •

The 1995 edition of *The Pennsylvania Adult Basic and Literacy Education Staff Handbook* is being produced under a Section 353 grant by New Educational Projects, Inc., Lancaster. We are pleased that you have agreed to be a part of this cooperative project.

In an effort to give the new edition of the *Handbook* a cohesive style and to give writers a better sense of purpose, please refer to these guidelines as you prepare or revise your manuscript. If you have any questions, please call the editor, Tana Reiff, at 717-299-8912.

1. Manuscript submission deadline is **January 9, 1995.** Please try to meet that deadline, since we need time to prepare the manuscripts for the Editorial Board's review prior to publication. In the past we had December deadlines, but many of the writers preferred to work on their articles over the holidays and the "deadline" ended up being rather meaningless. So we're pushing back the deadline to January in hopes that more of you will be able to make that later date. If you see you're still running late, please call the editor as soon as you can to make other arrangements.

2. Ideal submission formats for manuscripts are either on 3-1/2" disk or via e-mail (use Attach File function; compress file; we can decompress anything; address: tanars@aol.com). We use Microsoft Word for Macintosh but can convert virtually any document, regardless of the program or platform in which it was created, as long as it's on a 3-1/2" disk, normal or high-density. Please also submit a hard copy by mail or fax. If you wish to send your file via modem, please call first. If you are making only minor changes to a previously published article, you may mark them directly on the old paper copy.

3. Please adhere to the word limit requested in your assignment letter. Within a set number of pages budgeted, each article has been allocated a specific amount of space. Submissions that exceed the word limit must be edited to fit; it's better for you to determine what should be included than the editor. On the other hand, it's fine if your article runs short.

4. As grateful as we are for your contribution, it is necessary to reserve the right to edit for style, length, clarity, consistency, and appropriateness. Most editing is minor, but we cannot promise to publish your manuscript verbatim.

5. As you write, please keep in mind that the audience is comprised of Pennsylvania Adult Basic and Literacy Education staff: teachers, tutors, counselors, etc. Please maintain your content and style on the practitioner level. The *Handbook* is intended as a credible, authoritative, yet reader-friendly introductory resource for ABLE staff, not a scholarly journal. Please provide a theoretical framework as well as practical, turnkey applications ("This is why ... this is how ...).

6. Please list your byline on the manuscript as you wish it to appear in the *Handbook*.

7. Footnotes are inappropriate for this format. However, we encourage you to submit a brief bibliography of resources for readers interested in pursuing further information on your topic.

8. If you wish to review your edited manuscript prior to publication, please indicate so when you submit your manuscript. We will supply you a proof copy only on request.

9. You will receive one copy of the finished *Handbook* by mail next spring. If you desire extra copies, please request them, at no charge, from either state literacy resource center, not from New Educational Projects.

10. The *Handbook* will bear a copyright notice under the Commonwealth of Pennsylvania; however, all published materials will effectively fall into public domain, as PDE retains "a royalty-free, nonexclusive and irrevocable right to reproduce, publish, or otherwise use and, to authorize others to use, the work for state government purposes." Authors may not hold individual copyright but may reproduce, use, and/or reprint their own materials or those of any other author in the *Handbook* under the aforesaid conditions.

NEW EDUCATIONAL PROJECTS, INC. • PO BOX 182 • LANCASTER, PA 17608-0182 • PHONE & FAX: 717/299-8912

October 14, 1994
Dear Tana,

I first want to thank you and Cheryl for the opportunity to serve on the editorial board. This brief encounter lends proof to the serious commitment that exists for maintaining quality ABLE programs in Pennsylvania. I'm sure each board member appreciates the rigor and challenge of this task. Driving home that afternoon, I reflected on Sarason (1990) saying that changing a system is not for the conceptually and interpersonally faint hearted.

Concerning the outline, I must comment on section 4, "Teaching Adults." Might we consider dividing this section in half so that a relative balance exists with the number of articles in each section. To facilitate this sub-division, one common theme seems to center on the adult student in programs that range from ESL to family literacy,etc. Is there a need for an article on cooperative learning in this section or sub-section.

I would like to make the following general comments. The Pennsylvania ABLE Staff Book is a valuable resource for all practitioners. The handbook reflects the priority for quality information so that tutors and teachers are familiar with the educational process that helps adults learn in Pennsylvania.

In many ways, this project more than qualifies for the Baldrige Award. First, an emphasis exists for customer satisfaction in that quality is customer driven. A measurement of the factors that drive customer satisfaction is present. In this regard I point to the extensive survey that evaluates each article's content and delivery. Secondly, a continuous and systematic search for more effective and efficient ways exists to achieve the goals of the organization.

I do believe that your collaborative approach is a win-win that works to everyone's ultimate advantage. Everyone's dedication to continuous improvement brings to mind what the Japanese call kaizen, a society wide covenant of mutual help that promotes a process of getting better and better , day by day. Enough said. Stay well.

If you want more input on TQM, please advise.

With kind regards,

Frank J Nardone

April 25, 1995

To: Tana

From: Twila

Re: Staff Handbook

I want to thank you for the opportunity to work on the Staff Handbook. I not only read very thoroughly every sentence of the handbook, but learned a great deal. I have always found the handbook useful, but must admit that I have not digested it from cover to cover!

Two aspects impressed me while working on this project. The first was the opportunity to work with others around the state in the day long meeting. The sharing of philosophy and priorities was a very definite benefit of working on this project. The second was the opportunity to work with a very organized and creative individual that is able to listen, discern, digest, and put the message all together...a unique task and one that you do so very well.

Again, thank you for allowing me the privilege of working on this project. I am certain that I gained far more than I had imagined.

Tana,

My editorial board experience was truly enlightening and I feel privileged to have been a part of the group. Most of the articles were well written and informative. I am certain people will find it must read material.

The timing was somewhat challenging. I must admit however, that your schedule was in place months prior to the Dept. of Education's revised proposal due dates and several other deadlines I found myself faced with. Luckily the articles were well formatted and easy to read and edit.

It was a pleasure working with you. I'm impressed with your expertise, knowledge, leadership and style. I look forward to future endeavors.

Valerie Nyce

Field Focus Group
Post-Production Questionnaire

As you will recall, you reviewed the 1992 edition of the Staff Handbook last fall. Now that the 1995 edition is here (incorporating many Field Focus Group suggestions), it is time to do a comparable review on this new edition. Please return this entire booklet in the envelope provided by **May 25, 1995.** We will then send you a $50 honorarium in appreciation of your effort (Regional Staff Development Center coordinators excluded). (We said before that it would be $45, but not everyone participated.) Thank you very much. The Field Focus Group's fall input was carefully considered and has been a valuable contribution to this project. And again remember, we are looking for frank opinions, not compliments!

—Tana Reiff, Project Director/Editor

Your Region # _____

Your primary area of involvement (please check one):

- ☐ Regional Staff Development Center Coordinator
- ☐ ABE/GED
- ☐ Volunteer Literacy Tutoring
- ☐ English as a Second Language
- ☐ Other: _____

Your name: _____

Position: _____

Agency/Location: _____

Section 1. Evaluating the 1995 edition of the Handbook.

Please scan the articles in the 1995 edition of the Staff Handbook that apply to your own adult education practice. This may include any general or specific article in the book. Then, at right, rate each article according to the indicated criteria.
PLEASE NOTE: *If you indicate a "1" in the very first column, you will not complete the remaining ratings for that article.*

1. A BACKGROUND FOR THE ADULT EDUCATOR **Page**

Pennsylvania's Vision for Adult Basic and Literacy Education *by Cheryl L. Keenan* 6

The Functions of the Bureau of Adult Basic and Literacy Education *by Donald Lunday* 7

Bureau of Adult Basic and Literacy Education: Organizational Chart 8

Where and How ABLE Services are Delivered in Pennsylvania *by Lori A. Forlizzi* 8

Your role as an educator of adults *by Tana Reiff* 9

2. UNDERSTANDING THE ADULT LEARNER

Who are our adult students? *by Tana Reiff* 11

Applying the Research in Adult Learning *by Judith A. Rance-Roney* 13

Meeting the Needs of Adult Students with Disabilities *by Abbet Brawley* 14

Matching Teaching Strategies to Student Learning Styles *by Laraine A. Demsbock* 15

What Draws Them and Keeps Them? *by Alisa Belzer* 17

Patterns and Predictors of Instructional Attendance *by Malcolm B. Young* 17

Multiculturalism and the Role of Difference *by Stanley Nowack* 18

A. Relevance: 1 Topic does not apply to my general or specific needs; no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified; appropriateness of article length relative to other articles, etc.)
				/

Addiction, Recovery, and ABE *by Joyce P. Kerrick and Carol Molek* 19

3. INTAKE AND ASSESSMENT

Assessment of Adult Student Performance *by Judith A. Alamprese* 20

Intake: setting the tone *by Georgina Rettinger* 21

Commonly Used Standardized Tests for Adults 22

Using Standardized Tests to Enhance Instructional Time *by Georgina Rettinger* 23

Implementing Portfolio Assessment *by Susan L. Lytle and Alisa Belzer* 23

Assessment in Adult ESL *by Judith A. Rance-Roney* 24

Classifying ESL Proficiency *by Judith A. Rance-Roney* 25

Designing the ESL Assessment Battery: Some Choices 26

4. TEACHING ADULTS

In this section: something for everyone *by Tana Reiff* 27

Working with beginning adult students *by Rose Brandt* 27

A. Relevance: 1 Topic does not apply to my general or specific needs; no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified; appropriateness of article length relative to other articles, etc.)

Basic Techniques to Promote Reading for Meaning Chart 28

Instruction at the ABE 5–8 Level *by Mary Louise Gall* 29

Collaborative Learning Groups *by Peggy McGuire* 30

Math Instruction for the Adult Literacy Student *by Ellen F. McDevitt* 31

Tests of General Educational Development (GED) *by Larry Goodwin* 31

Helping students to prepare for the GED *by Joyce P. Kerrick* 32

Lifelong Learning from Family Literacy *by Maggie Gibb* 33

The Homeless Adult Student *by Elizabeth S. Houston* 34

The Adult Student in a Public Housing Program *by Amy Chapple* 34

The Rural Adult Student *by Monica Kindig* 34

The Institutionalized Adult Student *by Joan Y. Leopold* 35

The Migrant Adult Student *by Barbara J. Mooney* 35

The Incarcerated Adult Student *by Twila S. Evans* 35

A. Relevance: 1 Topic does not apply to my general or specific needs; no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified; appropriateness of article length relative to other articles, etc.)

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Teaching English as a Second Language to Adults *by Janice R. Frick* 36

How to Survive Your Workplace Teaching Assignment *by Jeffrey Woodyard* 38

Family Centers in Pennsylvania *by Randall S. Bauer* 38

Teaching Across the Miles *by Dorothy L. Hajdu* 39

Curriculum Materials for ABLE: Making the Right Choices *by Jane W. Ditmars* 40

Varieties of Computer Assisted Instruction for Your Adult Students *by Ben Burenstein* 41

5. SUPPLEMENTAL ACTIVITIES

Personal Counseling for Adult Students *by Pamela S. Hinden, L.S.W.* 42

When the Teacher Is the Counselor *by Joe Beech* 43

Planning a Career Education Program for Adult Students *by Bernadette A. Mangie* 43

Recognizing Student Achievement *by Jan Perkins and Anthony Giampaolo* 44

Outstanding Student Awards *by Sherry Royce* 45

How to Organize and Maintain an Alumni Association *by Carol Molek* 45

A. Relevance: 1 Topic does not apply to my general or specific needs, no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified, appropriateness of article length relative to other articles, etc.)

6. PROFESSIONAL DEVELOPMENT AND SUPPORT

Staff Development: Professional Growth Opportunities for Adult Educators *by Helen Hall and Ella Morin* 46

Pennsylvania State Literacy Resource Centers *by Cheryl M. Harmon and Christine V. Kemp* 48

Advice to Volunteers *by Donald G. Block* 48

Graduate Programs in Adult Education *by Trenton R. Ferro* 49

Action Research for Program Improvement *by B. Allan Quigley* 50

PAACE: Pennsylvania Association for Adult Continuing Education *by Joan Y. Leopold* 50

AAACE *by Charles H. Holbrook* 51

National Center on Adult Literacy (NCAL) *by Sandra K. Stewart* 51

TLC: Pennsylvania's Literacy Organization *by Linda Herr* 51

7. RESOURCES AND DIRECTORIES

The Adult Educator's Essential Bookshelf *by Cheryl M. Harmon and Sherry Royce* 52

Publishers of ABLE Curriculum Resources 55

Directory of Writers 58

A. Relevance: 1 Topic does not apply to my general or specific needs; no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified, appropriateness of article length relative to other articles, etc.)

Glossary of Related Terms, Agencies, and Organizations 60

Glossary of Abbreviations 61

GED Testing Centers in Pennsylvania 62

Index 63

A. Relevance: 1 Topic does not apply to my general or specific needs, no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified, appropriateness of article length relative to other articles, etc.)

Section B. General comments. (Please use additional paper if needed.)

1. **New topics.** What topics in your primary area of expertise—with broad appeal to other ABLE educators with similar interests—do you feel should be included in the next edition of the Staff Handbook? Please suggest possible Pennsylvania authors if you can, including addresses and phone numbers.

2. **Section divisions.** Notice the way in which articles are divided into sections: A Background for the Adult Educator, Understanding the Adult Learner, etc. Should certain topics be covered under a different section? Have we covered all of the broad areas an ABLE practitioner needs to know about? Etc.

3. **Reader friendliness.** How well do you think the Staff Handbook is organized? Is the index helpful? Is the general format accessible? What goes through your mind as you approach this resource?

4. **Design/appearance/packaging.** How does the Staff Handbook *look?* What are the strengths and weaknesses of the presentation? Clear? Readable? Cluttered? Etc. Please be as specific as possible.

5. **Overall evaluation.** Please offer any other comments or suggestions you would like to make at this time. Then assign the two numerical ratings indicated below to the product as a whole, on a scale of 100.

Estimated percentage of the book that applies to your general or specific needs: _____ % Overall rating (1-100): _____

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The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1992 Edition

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34	GED		11	13	3		27
35	GED/GLANCE		11	15	1		27
36	PREP GED		11	15	2		28
37	GEDWRITING		10	18	0		28
38	TIPS		10	18	0		28
39	ESL/ADULTS		13	15	1		29
40	ESL READING		13	15	1		29
41	CURRIC		6	20	3		29
42	CHECKLIST		6	19	3		28
43	FAM LIT		15	10	1		26
44	WORKPLACE		13	14	0		27
45	NONTRAD MAT		4	25	0		29
46	DISTANCE		16	10	1		27
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49	SENSITIVE?		6	19	4		29
50	HISPANIC		12	15	2		29

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52	INCARCERATED		17	10	1		28
53	HOMELESS		19	7	1		27
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55	COUN/PERS		7	18	3		28
56	INSTR AS COUN		3	24	2		29
57	CAREER PREP		9	17	1		27
58	PR		17	11	1		29
59	RURAL PR		19	7	2		28
60	REC ACHVMT		2	24	2		28
61	OUTSTANDING		9	20	0		29
62	ALUMNI		17	10	0		27
63	**G.PROFESSIONAL SUPPORT**						
64	STAFF DEVL		6	21	1		28
65	ADVANCE		7	22	0		29
66	GRAD PROG		11	18	0		29
67	PAACE		3	26	0		29
68	TLC		7	20	1		28
69	AAACE		8	21	0		29
70	GEDTS		11	15	0		26
71	IRA		7	21	0		28
72	ISAL		5	22	1		28
73	NCAL		7	20	1		28
74	**H.APPENDICES**						
75	BOOKSHELF		2	23	3		28
76	PUBLISHERS		4	24	1		29
77	GED TEST CTRS		1	9	0		10
78	WRITERS		6	19	1		26
79	DATES		3	23	1		27
80	GLOSSARY		3	21	2		26
81	GLOSS/ABB		3	22	1		26
82	STAFF		5	18	1		24

	AE	AF	AG	AH	AI	AJ	AK
83	**B.READABILTY/CLARITY/FOCUS**						
84	**A.BACKGROUND FOR ADULT EDUCATOR**						
85	ROLE	3.444444444	0	0	15	12	27
86	HISTORY	2.833333333	0	8	12	4	24
87	NLA	2.875	2	5	11	6	24
88	ABLE	3	1	4	12	6	23
89	VOLUNTEERS	3.629629629	0	0	10	17	27
90	CERTIFICATION	3.166666666	0	5	10	9	24
91	NALS	3.16	0	2	17	6	25
92	**B.CREATING A LEARNING ENVIRONMENT**						
93	WHO?	3.461538461	0	1	12	13	26
94	STYLES	3.214285714	1	4	11	12	28
95	ORGANIZING	3.173913043	0	5	9	9	23
96	4 E'S	3.115384615	1	6	8	11	26
97	LRNG DISAB	3.260869565	0	2	13	8	23
98	RECRUIT	3.1	0	3	12	5	20
99	**C.INTAKE & ASSESSMENT**						
100	INTAKE/TONE	3.130434782	0	5	10	8	23
101	TESTING	3	1	4	9	6	20
102	4 ASSMNTS	3.052631578	1	4	7	7	19
103	INFORMAL	2.916666666	0	7	12	5	24
104	LRNG GOALS	3.259259259	0	5	10	12	27
105	**D.CURRICULUM, MATERIALS, & METHODS**						
106	HOW TO TEACH	3.192307692	0	4	13	9	26
107	NEW READER	3	1	3	12	5	21
108	WHOLELANG	2.708333333	2	7	11	4	24
109	MODEL LESSON	3.259259259	0	5	10	12	27
110	MATH	2.944444444	1	3	10	4	18
111	HOWMCHMATH	2.8	1	3	9	2	15
112	PREGED	2.944444444	1	5	6	6	18
113	GED	2.722222222	1	6	8	3	18
114	GED/GLANCE	3.25	1	1	7	7	16
115	PREP GED	2.888888888	1	4	9	4	18
116	GEDWRITING	3.210526315	1	0	12	6	19
117	TIPS	3.210526315	1	2	8	8	19
118	ESL/ADULTS	2.866666666	0	4	9	2	15
119	ESL READING	3	1	2	9	4	16
120	CURRIC	3.090909090	0	3	14	5	22
121	CHECKLIST	3.391304347	0	4	6	13	23
122	FAM LIT	2.928571428	1	2	8	3	14
123	WORKPLACE	2.857142857	0	4	8	2	14
124	NONTRAD MAT	3.375	0	2	11	11	24
125	DISTANCE	2.5	1	5	5	1	12
126	**E.MULTICULTURALISM & SPECIAL POPULATIONS**						
127	AE&MULTI	2.782608695	0	8	12	3	23
128	SENSITIVE?	3.045454545	0	6	9	7	22
129	HISPANIC	3.176470588	0	3	8	6	17
130	PATIENT ED	2.714285714	2	0	3	2	7
131	INCARCERATED	2.615384615	3	2	5	3	13
132	HOMELESS	2.5	2	3	3	2	10

	AE	AF	AG	AH	AI	AJ	AK
133	F.SUPPLEMENTAL ACTIVITIES						
134	COUN/PERS	2.952380952	1	3	13	4	21
135	INSTR AS COUN	3.230769230	0	5	10	11	26
136	CAREER PREP	2.8	2	5	8	5	20
137	PR	3.307692307	1	1	4	7	13
138	RURAL PR	3	1	1	5	3	10
139	REC ACHVMT	3.076923076	2	1	16	7	26
140	OUTSTANDING	3.090909090	2	2	10	8	22
141	ALUMNI	3.363636363	1	1	2	7	11
142	G.PROFESSIONAL SUPPORT						
143	STAFF DEVL	3.347826086	0	3	9	11	23
144	ADVANCE	3.5	0	2	7	13	22
145	GRAD PROG	3.388888888	0	2	7	9	18
146	PAACE	3.166666666	0	3	14	7	24
147	TLC	2.894736842	1	5	8	5	19
148	AAACE	3.1	0	4	10	6	20
149	GEDTS	3.25	0	2	8	6	16
150	IRA	3.157894736	0	3	10	6	19
151	ISAL	3.15	0	3	11	6	20
152	NCAL	3	0	4	10	4	18
153	H.APPENDICES						
154	BOOKSHELF	3.48	0	2	9	14	25
155	PUBLISHERS	3.681818181	0	1	5	16	22
156	GED TEST CTRS	3.5	0	1	2	5	8
157	WRITERS	3.526315789	0	1	7	11	19
158	DATES	3.476190476	0	2	7	12	21
159	GLOSSARY	3.545454545	0	2	6	14	22
160	GLOSS/ABB	3.545454545	0	1	8	13	22
161	STAFF	3.555555555	0	1	6	11	18
162	AVG READABILITY:						
163		3.126541750					

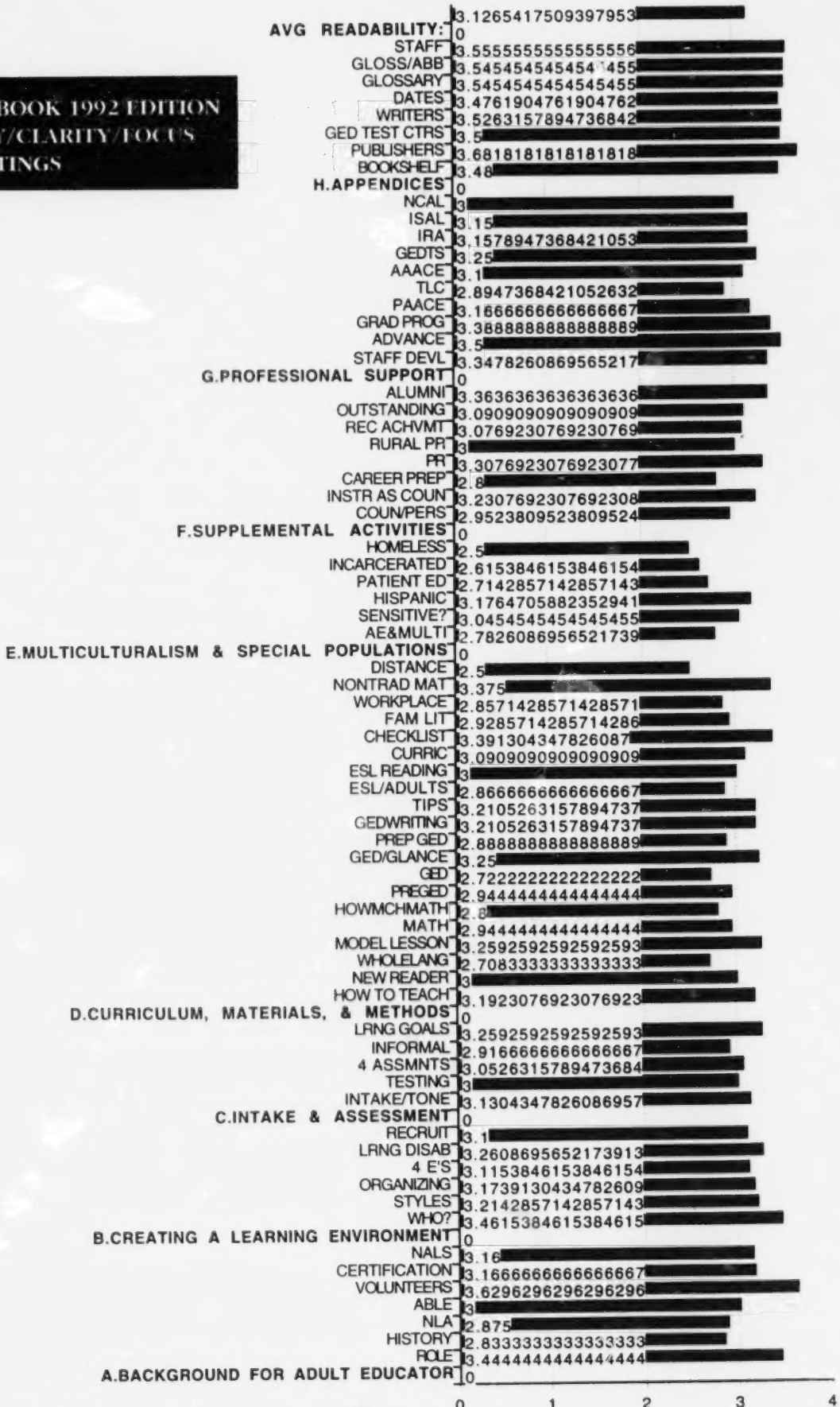
	AE	AF	AG	AH	AI	AJ	AK
164	C.AUTHOR'S EXPERTISE						
165		AVG RATING	TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
166	A.BACKGROUND FOR ADULT EDUCATOR						
167	ROLE	2.807692307	0	5	21		26
168	HISTORY	2.625	0	9	15		24
169	NLA	2.458333333	2	9	13		24
170	ABLE	2.739130434	0	6	17		23
171	VOLUNTEERS	2.888888888	0	3	24		27
172	CERTIFICATION	2.666666666	0	8	16		24
173	NALS	2.8	0	5	20		25
174	B.CREATING A LEARNING ENVIRONMNT						
175	WHO?	2.807692307	1	3	22		26
176	STYLES	2.75	1	5	22		28
177	ORGANIZING	2.652173913	1	6	16		23
178	4 E'S	2.730769230	0	7	19		26
179	LRNG DISAB	2.565217391	2	6	15		23
180	RECRUIT	2.7	0	6	14		20
181	C.INTAKE & ASSESSMENT				0		
182	INTAKE/TONE	2.521739130	1	9	13		23
183	TESTING	2.368421052	2	8	9		19
184	4 ASSMNTS	2.222222222	4	6	8		18
185	INFORMAL	2.416666666	2	10	12		24
186	LRNG GOALS	2.703703703	1	7	18		27
187	D.CURRICULUM, MATERIALS, & METHODS						
188	HOW TO TEACH	2.64	1	8	15		25
189	NEW READER	2.619047619	1	6	14		21
190	WHOLELANG	2.458333333	1	11	12		24
191	MODEL LESSON	2.703703703	1	6	20		27
192	MATH	2.5	2	5	11		18
193	HOWMCHMATH	2.307692307	0	9	4		13
194	PREGED	3.1875	0	6	9		16
195	GED	2.4375	1	7	8		16
196	GED/GLANCE	2.615384615	1	3	9		13
197	PREP GED	2.352941176	1	9	7		17
198	GEDWRITING	2.833333333	0	3	15		18
199	TIPS	2.789473684	0	4	15		19
200	ESL/ADULTS	2.533333333	0	7	8		15
201	ESL READING	2.625	1	4	11		16
202	CURRIC	2.727272727	0	6	16		22
203	CHECKLIST	2.761904761	1	3	17		21
204	FAM LIT	2.583333333	0	5	7		12
205	WORKPLACE	2.466666666	0	8	7		15
206	NONTRAD MAT	2.76	1	4	20		25
207	DISTANCE	2.363636363	1	5	5		11
208	E.MULTICULTURALISM & SPECIAL POPULATIONS						
209	AE&MULTI	2.304347826	3	10	10		23
210	SENSITIVE?	2.545454545	1	8	13		22
211	HISPANIC	2.588235294	2	3	12		17
212	PATIENT ED	2.6	0	2	3		5
213	INCARCERATED	2.363636363	1	5	5		11

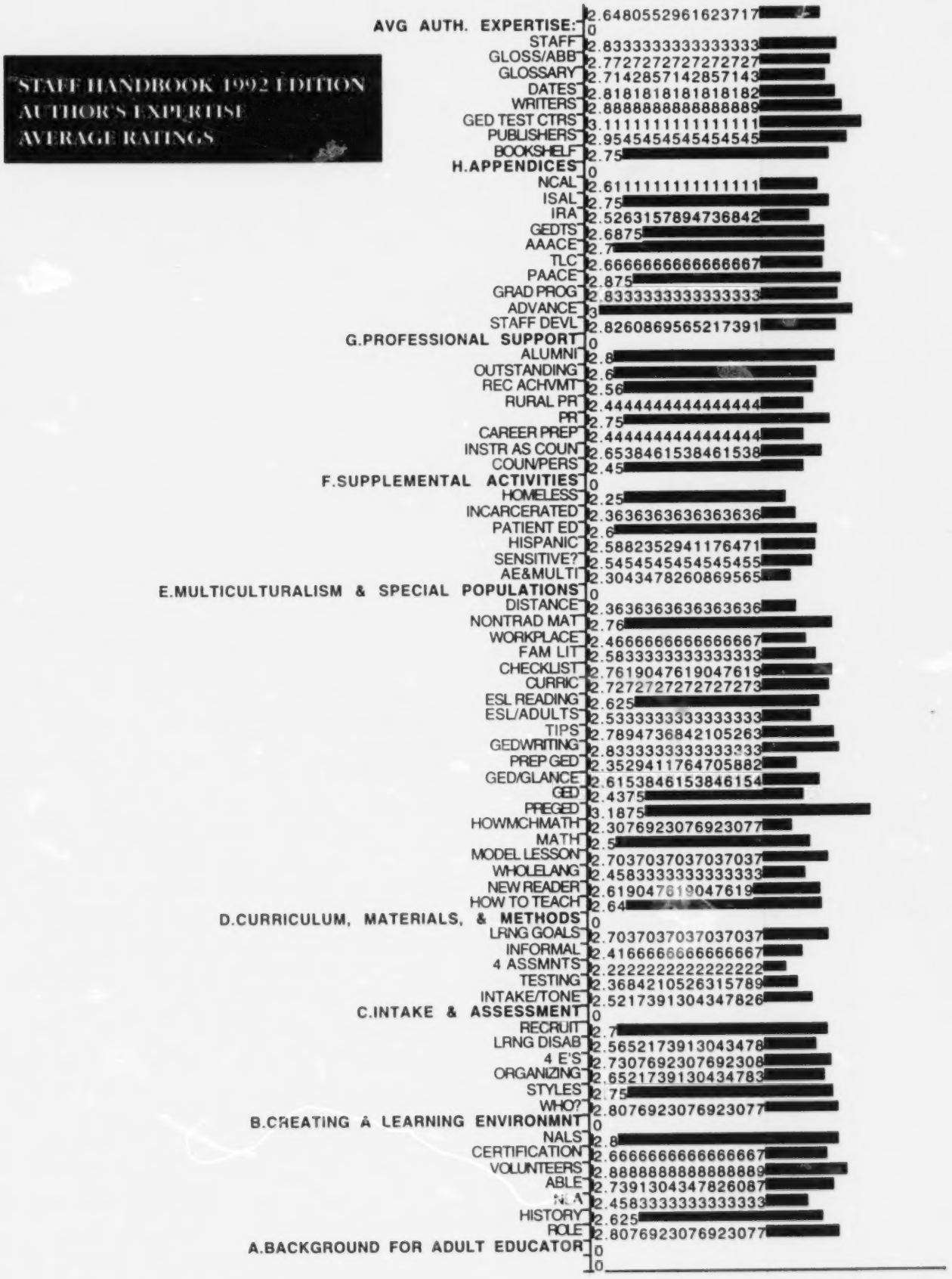
	AE	AF	AG	AH	AI	AJ	AK
214	HOMELESS	2.25	0	6	2		8
215	**F.SUPPLEMENTAL ACTIVITIES**						
216	COUN/PERS	2.45	1	9	10		20
217	INSTR AS COUN	2.653846153	0	9	17		26
218	CAREER PREP	2.444444444	1	8	9		18
219	PR	2.75	1	1	10		12
220	RURAL PR	2.444444444	1	3	5		9
221	REC ACHVMT	2.56	1	9	15		25
222	OUTSTANDING	2.6	0	8	12		20
223	ALUMNI	2.8	0	2	8		10
224	**G.PROFESSIONAL SUPPORT**						
225	STAFF DEVL	2.826086956	0	4	19		23
226	ADVANCE	3	0	1	20		22
227	GRAD PROG	2.833333333	0	3	15		18
228	PAACE	2.875	0	3	21		24
229	TLC	2.666666666	0	6	12		18
230	AAACE	2.7	0	6	14		20
231	GEDTS	2.6875	0	5	11		16
232	IRA	2.526315789	1	7	11		19
233	ISAL	2.75	0	5	15		20
234	NCAL	2.611111111	0	7	11		18
235	**H.APPENDICES**						
236	BOOKSHELF	2.75	2	2	20		24
237	PUBLISHERS	2.954545454	1	0	20		22
238	GED TEST CTRS	3.111111111	0	0	8		9
239	WRITERS	2.888888888	0	2	16		18
240	DATES	2.818181818	1	3	17		22
241	GLOSSARY	2.714285714	1	4	16		21
242	GLOSS/ABB	2.772727272	1	4	16		22
243	STAFF	2.833333333	1	2	14		18
244	**AVG AUTH. EXPERTISE:**						
245		2.648055296					

	AE	AF	AG	AH	AI	AJ	AK
246	D.FUTURE STATUS						
247			TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
248	A.BACKGROUND FOR ADULT EDUCATOR						
249	ROLE		24	2	1		27
250	HISTORY		15	8	1		24
251	NLA		18	6	0		24
252	ABLE		16	6	0		23
253	VOLUNTEERS		24	3	0		27
254	CERTIFICATION		18	5	1		24
255	NALS		19	2	4		25
256	B.CREATING A LEARNING ENVIRONMNT						
257	WHO?		26	0	0		26
258	STYLES		20	7	0		28
259	ORGANIZING		18	5	0		23
260	4 E'S		22	3	2		28
261	LRNG DISAB		17	5	1		23
262	RECRUIT		15	5	0		20
263	C.INTAKE & ASSESSMENT						
264	INTAKE/TONE		18	4	1		23
265	TESTING		16	3	0		19
266	4 ASSMNTS		12	5	1		18
267	INFORMAL		16	5	3		24
268	LRNG GOALS		24	3	0		27
269	D.CURRICULUM, MATERIALS, & METHODS						
270	HOW TO TEACH		21	2	2		25
271	NEW READER		16	4	1		21
272	WHOLELANG		15	6	2		23
273	MODEL LESSON		23	1	3		27
274	MATH		13	3	1		17
275	HOWMCHMATH		9	2	3		14
276	PREGED		11	2	3		16
277	GED		13	3	0		16
278	GED/GLANCE		12	2	1		15
279	PREP GED		9	6	2		17
280	GEDWRITING		16	2	0		18
281	TIPS		15	2	1		18
282	ESL/ADULTS		7	5	1		14
283	ESL READING		12	3	1		16
284	CURRIC		18	1	2		21
285	CHECKLIST		18	2	3		23
286	FAM LIT		7	4	1		12
287	WORKPLACE		10	3	1		14
288	NONTRAD MAT		21	3	1		25
289	DISTANCE		6	4	1		11
290	E.MULTICULTURALISM & SPECIAL POPULATIONS						
291	AE&MULTI		11	9	2		23
292	SENSITIVE?		13	2	6		22
293	HISPANIC		15	0	2		17
294	PATIENT ED		3	2	0		5
295	INCARCERATED		7	3	1		11

	AE	AF	AG	AH	AI	AJ	AK
296	HOMELESS		4	4	0		8
297	**F.SUPPLEMENTAL ACTIVITIES**						
298	COUN/PERS		16	4	1		21
299	INSTR AS COUN		24	1	1		26
300	CAREER PREP		12	5	1		18
301	PR		10	1	0		11
302	RURAL PR		7	1	1		9
303	REC ACHVMT		21	3	1		25
304	OUTSTANDING		15	5	1		21
305	ALUMNI		7	0	1		8
306	**G.PROFESSIONAL SUPPORT**						
307	STAFF DEVL		20	2	1		23
308	ADVANCE		21	1	0		22
309	GRAD PROG		18	0	0		18
310	PAACE		20	3	1		24
311	TLC		15	2	1		18
312	AAACE		18	1	1		20
313	GEDTS		12	2	1		15
314	IRA		16	5	0		21
315	ISAL		19	1	1		21
316	NCAL		15	3	1		19
317	**H.APPENDICES**						
318	BOOKSHELF		22	2	1		25
319	PUBLISHERS		21	1	0		22
320	GED TEST CTRS		8	1	0		9
321	WRITERS		19	1	0		20
322	DATES		20	1	2		23
323	GLOSSARY		21	0	2		23
324	GLOSS/ABB		22	0	1		23
325	STAFF		19	0	1		20
326							
327							
328	**••• OVERALL APPLICABILITY (%)**				**73.9615384**		
329							
330	**••• OVERALL RATING (%)**				**88.3461538**		

STAFF HANDBOOK 1992 EDITION
READABILITY/CLARITY/FOCUS
AVERAGE RATINGS




STAFF HANDBOOK 1992 EDITION
AUTHOR'S EXPERTISE
AVERAGE RATINGS
AVG AUTH. EXPERTISE: 2.6480552961623717
0
STAFF 2.8333333333333333
GLOSS/ABB 2.7727272727272727
GLOSSARY 2.7142857142857143
DATES 2.8181818181818182
WRITERS 2.8888888888888889
GED TEST CTRS 3.1111111111111111
PUBLISHERS 2.9545454545454545
BOOKSHELF 2.75
H.APPENDICES 0
NCAL 2.6111111111111111
ISAL 2.75
IRA 2.5263157894736842
GEDTS 2.6875
AAACE 2.7
TLC 2.6666666666666667
PAACE 2.875
GRAD PROG 2.8333333333333333
ADVANCE 3
STAFF DEVL 2.8260869565217391
G.PROFESSIONAL SUPPORT 0
ALUMNI 2.8
OUTSTANDING 2.6
REC ACHVMT 2.56
RURAL PR 2.4444444444444444
PR 2.75
CAREER PREP 2.4444444444444444
INSTR AS COUN 2.653846153846153
COUN/PERS 2.45
F.SUPPLEMENTAL ACTIVITIES 0
HOMELESS 2.25
INCARCERATED 2.3636363636363636
PATIENT ED 2.6
HISPANIC 2.5882352941176471
SENSITIVE? 2.5454545454545455
AE&MULTI 2.3043478260869565
E.MULTICULTURALISM & SPECIAL POPULATIONS 0
DISTANCE 2.3636363636363636
NONTRAD MAT 2.76
WORKPLACE 2.4666666666666667
FAM LIT 2.5833333333333333
CHECKLIST 2.7619047619047619
CURRIC 2.7272727272727273
ESL READING 2.625
ESL/ADULTS 2.5333333333333333
TIPS 2.7894736842105263
GEDWRITING 2.8333333333333333
PREP GED 2.3529411764705882
GED/GLANCE 2.6153846153846154
GED 2.4375
PREGED 3.1875
HOWMCHMATH 2.3076923076923077
MATH 2.5
MODEL LESSON 2.7037037037037037
WHOLELANG 2.4583333333333333
NEW READER 2.6190476190476190
HOW TO TEACH 2.64
D.CURRICULUM, MATERIALS, & METHODS 0
LRNG GOALS 2.7037037037037037
INFORMAL 2.4166666666666667
4 ASSMNTS 2.2222222222222222
TESTING 2.3684210526315789
INTAKE/TONE 2.5217391304347826
C.INTAKE & ASSESSMENT 0
RECRUIT 2.7
LRNG DISAB 2.5652173913043478
4 E'S 2.7307692307692308
ORGANIZING 2.6521739130434783
STYLES 2.75
WHO? 2.8076923076923077
B.CREATING A LEARNING ENVIRONMNT 0
NALS 2.8
CERTIFICATION 2.6666666666666667
VOLUNTEERS 2.8888888888888889
ABLE 2.7391304347826087
NLA 2.4583333333333333
HISTORY 2.625
ROLE 2.8076923076923077
A.BACKGROUND FOR ADULT EDUCATOR 0
0
0 1 2 3 4

Field Focus Group Comments
Pre-Production Questionnaire
(Staff Handbook 1992 Edition)

Your role as an educator of adults
has no valuable information
Material presented in interesting - readable format
clear + informative
adequate length
So-what's the point of these findings?
useful to me because I can see possible audience for training; update it
interesting and helpful
include more quotes from practitioners - include struggles
The title says adult "educator" but it's more than teachers. Maybe use literacy provider or practitioner.
Serves as an excellent overview.
Seems to be quite comprehensive
This article is clear and cogent.
nothing needs changed
Update the material - field has grown
I am a volunteer and not in a classroom situation
Relevant information
I would include a summation paragraph following duties outlined
should have written as an essay-analyzing, critiquing, using quotes, etc.
Add a summary that relates overlap of responsibilities of positions
trim to one lead page
Perhaps investigate split in coor/director respons.

A brief look at the history of adult education
make the article more relevant/more information
PA State Assn. for Adult Educ. Preamble not necessary
bogged down in beginning - very good conclusion though
informative
once again - so! Why is this information important?
too much "academia"
boring
include more on political history of lit. - its changing role as perceived by society. See Cook Gumperz&Graff.Also Brookfield.
Simplify, present in a more user-friendly style.
Include a few concrete examples in ¶1 and 2
This article is important for giving a background.
should be modified to show changes in past 20 yrs. only
more on formation of agencies provided adult ed services
An article on history of adult education should be a more recent focus
Interesting but very "dry." hard to read
good historical data and info

National Literacy Act of 1991
update information to current year
informative
Explanations of specifically named grants would be much appreciated
This affects nat'l literacy ratings; therefore, proficiency should be described.
Include any new legislation between 1991-1994 w/applications to ad.ed.
update it
information that should be known
place 1991 act in terms of past acts. What's changed? Why?
More user-friendly for teachers/tutors

Again this article is important.
This needs to be made longer, more details
updated info
I do not administer a program not write grants
Too short, not clear
perhaps another article the consequences of NLA to a program

Programs administered by the Bureau of Adult Basic and Literacy Education
update information for current year
informative
update
a lot of redundant info with above article
information that should be known
Use subheadings for diff. funding categories/section title is confusing. Could it be something like:
Funding Sources for Bureau of ABLE?
Article content "dry"
This article again gives pertinent information.
This also should be made longer - more details
update info
update
lots of info, good reading
include new statistical/program info

Effective volunteers
include tips of getting rid of bad volunteers & interview prospective volunteers
Put in section B or D. Doesn't seem to fit here.
much info. - concise - very readable
appropriate for effective program
Of use to all phases of ABLE utilizing volunteers
Examples would raise interest.
excellent!
helpful to some
Rename section, eg Guidelines for Effectively Managing Volunteers
Well-presented
This is an excellent help for volunteers
nothing needs changed
roles of volunteers
This article focuses on the volunteer in a classroom situation
Title is misleading--article is more a description of volunteer bill of rights than effectiveness
clearly stated. Easy to read
only to give other perspectives

Teacher certification and adult education
update information for current year
Second section could be clearer. This is important to most educators.
good, concise background info and conclusions presented
have continuous follow-up
having provisional certification, which will be lost in Adult Ed., is a problem
Write with greater clarity.
I'd like to read more on this topic
Revise, update; possible implications w/OBE issues.
only if changes are evident
good information
Add update in next edition
This article is acceptable but not as important as the preceding five articles.
353 grant in Region 4 on certification
No certification needed / change the focus of the first ¶ to match 2¶
Keep abreast & update this info as needed

have Rich Gacka write about "Registration"
interesting and new views
Provide update at the end of article
could someone edit/update?

The National Adult Literacy Survey
include results from the study reported in 1993
Could be shorter definition of literacy
good summary of info
interesting data for teachers
Let's see the results!
Vital info. for new literacy tutors/instructors
go with new state survey!
survey is informative
Because the meaning of NALS is somewhat debated replace w/discussion of various definitions/views of lit&why&how illiteracy #'s have been done. This might more approp. come after hist. of ad.ed.
Add update in next edition
This article is adequate but is not as important as the first five.
nothing needs changed
print results
Update with results of surveys
Discussion on findings of NALS will demand different focus and so different article
also an article on PA Literacy Survey results
important info for literacy educators
include results or indicators from 93 NALS
update

Who are your students?
update statistics
Could be highlighted in a box /statistics in 1st column could be in a graph or table form
interesting - new info for me
good, to the point, informative
Nice intro to the section.
Revise w/current statistics + possible trends
good question???
Well-done
measures of success - slightly nebulous
This article is helpful in order to see the larger situation.
should add how many students are single parents
updated info
Use %'s rather than numbers in tables
Listing of stats in prose form seems tedious. Would a chart of graph serve the purpose better. Update article/also new location should be considered
good statistics and information to use as an organization to fit student needs
imagine all the hours of compilation that goes into these numbers; and the bubble forms.
sets stage

Learning styles: teaching to the individual
too much fluff - no relevant material - every educator knows about learning styles - give me something I can use!
too wordy
possible to add a specific learning styles index or assessment?
to the point
What is learning style assessment + where available?
Deal with correct and positive, not incorrect and negative
Add and develop p. 7 / different types of styles
Great! How about some strategies?

learning styles are important
Too general. Give more examples, but stay away from labels. Don't emphasize lrng style tests, but do emphasize ongoing interaction betw. tchr&lrner re what does & doesn't work
What are the learning styles? Classify. How to detect?
Can you include/suggest learning style inventories?
Sharply disliked first ¶ - "fake it" etc. - offensive. Also inaccurate generalizations
An important article that should be expanded.
add data about tutors that don't follow a format to teach but succeeds
get a diff. perspective / suggest resources available on topic
Expand on this one -- it's important
This article should be expanded to include ways to determine learning styles
Anecdote should begin article. Present opening is weak.
good information and usefulness
Shorten-more examples & explanation; less theory
delete last 4 ¶s
A MUST

Organizing a place to learn
excellent
to the point
Title does not describe the topic
Wonderful!
Necessary topic, but a bit too long. Does not apply well to certified teachers.
condescending
Emphasize that planning & class structure should be negotiated w/lrnrs based on lrnr goals
Change title to fit article
Could be streamlined or condensed
Excellent article. Are you including GED? If yes, clarify. If not, please do.
This is another important article that should be expanded.
I am not involved in classroom teaching
More discussion on whole group activities
Too long and boring. Topic is good
enjoyed reading. Helped me to plan my classroom time
Need a new title
very watery "small group" "whole group" "individualized instruction" seem to float on the page
ABLE is not academic!

The 4 E's: do's and don'ts for educators of adults
some do's and don'ts are good, others don't tell you how to do it
very good information/keep it all
I found this article especially good.
the reference to the video at the end of article is beneficial
repetitive, should consolidate info.
Super!
condescending
Too many "bullets" - condense and focus on essential elements
no criticism
The article should be required reading for all tutors. This article on pages 17 and 18 are wonderful.
nothing needs added
mention "How Adults Learn" resource
Some of it sounds "petty"
neglects the fact that some teachers may have to deal with uncomfortable situations that may affect students
Language, generally, is too abstract. Also do/don'ts should be separated.
good resource info
just because of the topic [rating]
Too authoritarian in approach

Dealing with adult learning disabilities

more information on learning disabilities could be included. This is a major problem for a lot of literacy students!
to the point
Fascinating topic. Does not need to be dull.
insightful
Everyone has lrng difficulty abt something. Emphasis should be on dealing with diff.-tchg to ind. as in above section. People are too ready to jump to conclusions abt lrng disability. Many stu. come to prog. looking very disabled after years of destr...
techniques/materials to use with learning disabilities. recommended additional reading that addresses specific learning disabilities.
Include specific information/techniques for each learning difference
This article should be required reading for all tutors. The article on pages 17 and 18 are wonderful.
should include attention deficit span
mention flexibility
Expand this section
Topic deserves more attention--further explanation and sub headings.
Rich Gacka is much clearer and profound. His workshops are always very well received.
information was useful to me. I did not know much about topic.
From the title I was expecting more "how to"
cut to the chase -- too many "for example" examples
Whole area of LS/LD must be expanded. Field must catch-up to brain research

Recruitment and retention of adult students

give more steps to keep students
very important issue! There are better written articles on this subject.
"negative attitudinal perceptions" + boring writ.
Keep sending agencies of attendance and progress
very good article
too verbose
Add - some retention issues are beyond the control of prog/practitioners. Do what you can & then let it go. It's very frustrating & is a hug sap on energy & morale.
Update with current research
new perspective on results of retention/recruitment studies
Write about what teachers should do. Major rewrite.
Intake: setting the tone
This author must not have to fill out the PDE student intake data form for 40 students in 2 hours
to the point
When doing intakes on 25 students at once, this approach is not practical
could be lengthened
good suggestions
Suggest that doing some actual rdg & wtg at intake can be far more informative than testing and can set the tone for instr. ie let the stu. know what progr. has to offer.
Good introductory piece
This article is helpful.
needs more in-depth information
Paragraphs 3 & 4 seem "idealistic" & not able to be done at many centers - but I agree with tone and concept
well-meaning, but maybe clients should write about what they appreciated
Again, other perspective but this is on solid ground

Testing and assessment in Pennsylvania ABLE programs

update requirements of 143/322 programs
good intro to next article
More specific suggestions (publications) useful
Include disc. of role of stand. vs. authentic assessment - purpose, audience, role in tchg & lrng.
Well done
Better info available

helpful to organizations
good info!
Topic must be updated with 2-3 perspectives and, of course, QIs

The four most commonly used assessment evaluations in Pennsylvania for adult students
include a good ESL test
Excellent, valuable for clarifying purpose
Cost?
Did the author take all of these tests?
Needs consistent format on advantages & disadvantages. Make sure these points are based on current lit. research, not just testing logistics.
Provide separate article on each test
This article is informative.
Add more info for 0-4 assessments
other staff persons are responsible for testing
Expand article to include most commonly used reading assessments--SORT, Botel, Bader
I think a broader view of assessment is needed.
excellent information, good resources
Rich Gacka! why 4; and are they dated?
Expand

How are they doing? A look at 'informal assessment'
ok
not specific enough to be of help to anyone
can some specific suggestions for informal assessment methods be given?
informal, but a little more specific guides
Vague
Keep only if more info is provided. Why not combine with an article on portfolio assessment?
Separate article just on portfolio assessment
seemed to general to be of any value
This article seems [?] and says too little.
students are already closely monitored
An article on portfolio assessments would be more valuable
More discussion and examples on nature of the informal assessment
needs more information, examples
i will quote this article in upcoming tutor workshop

Creating learning goals with adult students
good - specific - chart is workable
good suggestions
Example appreciated
Great!
possibly include objectives, etc.
Follow article with personal/nonacademic goal setting
does this apply to GED students as well?
This article is practical.
could be longer
A+
currently doing goals--very helpful
this article feels like something more than it means. i.e. "natural outgrowth"!?

How to teach adults
good intro
Good introduction
good intro
Does this overview, while interesting, need a rating?
What's the point here?
Good introduction

This article is good but can suggest additional teaching strategies.
This article needs to go more into detail about teaching
Good overview of what is to follow
too short

Teaching the adult new reader: ABE/0-4/literacy curriculum
informative, helpful text list
Great bibliography
Way too general! Also I disagree with bifurcating using whole lang. approach & tchg skills (whole lang. does not neg. "skills." Too much emphasis on a linear progression that is not based on rdg research
Format: keep article tighter, spans too many pages
Again (p. 24) this article could suggest more teaching strategies.
more should be written
update text list
Use more, and more specific subheadings
I like the "bibliography"
again, maybe clients should have input..."guiding the teaching of adult new reading."

A whole-language collaborative curriculum for adult literacy tutors and students
good
interesting summarization
interesting approach
A lot more could be done here
The title of this is misleading. It really relates to orientation/trng.
Article vague: needs to address specifics
p. 25 This article says too little
This also should be longer
give overview of training but do not promote the agency
Opening paragraph weak--throughout too much reliance on abstract terms
More emphasize on approaches for writing
appropriate and useful
nice PR / doesn't stick to headline, or explain.
Expand

A model lesson plan for a variety of adult education situations
good
Good for the beginning teacher
not new info
I liked this a lot!
Include objectives, evaluation on form (basic teaching principles).
A model "READING" lesson plan
Difficult to read text / clearer font needed "Timeless Tales"
This article is acceptable but not overly helpful
longer article
Discuss modeling & spelling
helpful, wanted more
Article seems more like a recipe, still top-down

Teaching mathematics to ABLE students
good approach to math
base discussion on math standards. Calculators & computers should be discussed & drill & rote lrng should be critiqued.
Re-do introductory section
any "tips" for problem-solving strategies?
This article is helpful.
peer teaching tech.
could add more of her many teaching aides; ie multiplication tic-tac-toe.

Discussion of a diagonal over long and tedious as an example of. Article flat
Define an A.B.L.E. student-it may not be known to every reader
e.Jit, trim again

How much math is too much math?
good general guide
More explanation/alternatives needed
The basic premise of this sidebar has general validity & should be integrated into another section
Update with current research on math anxiety
This article is helpful.
work-related math should be discussed
Expand
Writer is describing teaching math in general terms, not "How much is too much"
As is

Pre-GED/5-8: interpretation of units
clear, to the point, unit good approach
The more common term is theme or thematic lrng. Include math in examples of content area activities.
Replace with using interdisciplinary units in Pre-GED
This article contains helpful suggestions.
Each teacher interprets subjects differently
Use example that does not include watching a whole movie!
This topic is better handled by Leahy in Organizing a Place to Learn
Ms. Handerhan has an excellent 353 that could be worked into this
unit was boring
This sounds like traditional school & a great way to teach, but not feasible for "irregular" attendance.

The Tests of General Educational Development (GED)
Good basic information
good intro
It's a good thing the phone # is included!
Include info on how test is scored i.e. how many pts possible/needed to pass
More details on subtests / Talk about employer acceptance of GED
This article is helpful for background information.
Not much to comment on - simply a factual piece
too short, not fully detailed
give addresses and more info for transcripts, transfers from other states

The GED at a glance
Good basic information
good intro
It's a good thing the phone # is included!
Include info on how test is scored i.e. how many pts possible/needed to pass
More details on subtests / Talk about employer acceptance of GED
This article is helpful for background information.
Not much to comment on - simply a factual piece
too short, not fully detailed
give addresses and more info for transcripts, transfers from other states

Preparing adult students for the GED examination
Expand on math + reading preparation
Excellent, valuable for clarifying test purpose
Do address one on one tutoring
Nicely done
Excellent article

Emphasize the role of rdg in passing not just soc. studies, lit & sci, but also imp. in math & writing. Problem solving rdrs!
Clarify/simplify using lists
seemed to general to be of any real value
This is a helpful article for tutors.
only mentions math
Perhaps an extended look at each skill areas a: Weiss's look at at writing would be more useful
I found difficult to read. Redundant.
helpful suggestions

Helping students prepare for the GED writing sample: 10 suggestions
Author does not take time constraints into account - most GED teachers don't have time for all of this
a little more specific than other articles, well-done
Great suggestions for teaching writing in all programs
Well done
there are less complicated ways to teach writing
This article is helpful.
excellent
Point 1 is not a point but a suggestion that most teachers won't follow.
helpful suggestions
TIPS
good suggestions, pass out to class
I'll copy this for my students!!
Gave good, clear suggestions
science tip - very valuable
This is a practical article.
once again only mentions match
short, needs more detail

ESL for adults
very basic info - probably good for someone w/no knowledge of ESL, not for someone who deals w/it every day
p.33 comment that reading and writing skills are to be included only after what is to be learned has first been acquired orally may be misleading. If students are literate in their native language and even if only minimally literate in English...
Some examples of testing instruments would be appreciated.
TPR=Asher (not Archer)
Be more concise
This article is verbose.
Could describe the three methods mentioned in the last paragraph
helpful to me as a new ESL teacher

ESL reading: the Easter chicken
good
interesting - a good example
Too long
More cultural focus
The thesis of this article is good but can be expressed better.
Good for setting perspective
good information, but not long enough

Curriculum resources for adult education programs
ok
information helpful resource list
informative + comprehensive
What about materials from real life - not just functional (e.g. applications) but normal day to day books, magazines, newspapers, etc.

Extremely well done
This is an excellent article.
nothing needs changed
Include longer discussion of computer software uses
Does the author know that many ESL teachers teach at students work place?
Info provided would be better if writer provided the nature of subject matter suitable to particular resources
good information, but not long enough
very good info included

Checklist for evaluating instructional materials
good
interesting approach to evaluate
Useful format
Totally based on assumptions that curric. is commercially produced & explicitly instructional. See above.
Use again
too traditional
#15 should read "little or no" instead of "independently or minimum"

Family literacy
See Auerbach on other way to think about fam. lit. Harvard E. Rev.
Suggest Maggie Gibb to write on this topic
Use examples from Even Start / Contact Lauren Hoag at CIU10
...not involved in either of these programs [fam lit or workplace] at the present time, however I am interested in learning more about these programs
Not exciting or inspiring
good information, needs more, fully detailed article
vg

Developing a workplace curriculum
There are better written guidelines for developing a workplace program
good approach to learners' needs.
A bit dry!
Would be nice to include more on the challenges of achieving shared agendas
Suggest Nancy Disario at NCC for possible author
Susan Clark-Teisher [?] at PA College of Tech can also write about this
...not involved in either of these programs [fam lit or workplace] at the present time, however I am interested in learning more about these programs

Nontraditional and teacher-made materials
give more ideas/the ones listed are great
Great specific examples! Teachers need more of these suggestions
to the point, good ideas
Appreciate specific ideas + resource listing!
This is an imp. topic that should be highlighted in sections on curric. Integrate, don't position as an add-on option
Provided reader with enthusiasm/love of literacy
This article could be expanded as its message is important.
talk about using job related activities
This is a great article. Keep it.
The specifics were well appreciated
update
good and useful, could be fullly-developed
writing style is pleasant
let students write or compile info for this sort of thing

Distance education: alternative delivery systems

More could be said @ distance education
Update w/newest technology
This should be updated! Ask Deb Burrows, CIU10
Give a specific example of distance education; the author seems to exclude mail/phone distance education...also TV-cable channels have ed. programs that agencies could work with students.

Adult education and multiculturalism
How can we do this /We all know we should do it!
very general
on target
Important topic. Needs spark.
strategies?
This is much richer & more import. topic than is implied here. It has less to do w/imparting "American values" (whose/) than dealing w/racism, diversity confronting & lrng from diff. among students and students & teachers
Suggest Dr. Stan Nowack of PA State - Allentown Campus possible author
This article is important as a background statement.
Too general to be helpful
Excellent, needed, and useful information
the role of the "adult educator" is given a boost of consideration in these articles...

Is your program culturally sensitive?
useless
Doesn't answer the question in the title
very general
good, but repetitive
This seems redundant with the previous article.
More dynamic approach needed
it is not the adult learners who needs to be respect & value diversity. They already to (relative to ESL students)
This article is more to the point than Manzo but I believe tpic deserves further discussion
same as prev.
title doesn't fit. ¶3...simple sentences, please

A guide to specific cultural differences in Hispanic students
good. include more examples
Good information! Include this same info for other cultures
good general overview
Would like to see similar articles re other nationalities also
Should be more of such useful material.
Superior article on Hispanic. How articles on Asian, Muslim, Eastern Europe, etc. culture.
Why Hispanic - why not all cultures. This is an odd little piece that really doesn't fit.
I don't think you can select only one group to write about.
Very insightful/well done
This article, I think, should be expanded.
What about other sub-cultures? ie inner city people in rural state prisons
Right on the mark!
same as prev.
Expand to other cultures

ABE/GED/literacy in patient-education settings
More could be told on how/what methods used
Interesting - follow-up w/more detail
Talk about educating at outpatient facilities

Guidelines for educating the incarcerated
Example, not generalities (dull)
Suggest Twila Evans at NCC to do an article

Perhaps this article should be expanded.
This could be expanded
This info is specific to all students--I don't see anything here that differentiates incarcerated students
...I love whatever Shirley says

Adult education for the homeless
More could be covered - has become much bigger issue
Let's hear from a teacher working at a homeless shelter
describing a program would be an interesting addition
provide an update

Counseling for students' personal needs
ok
important info - teacher + counseling staff
What to do for ESL stud. when counselor does not speak language? Link with the teacher.
Be sure to relate these issues to recruitment & retention. Possibly integrate them or at least put them closer tog.
Make more dynamic - info provided is very appropriate
This article should be expanded with references to specifics
should have more written on this topic
where and when to refer
more emphasis should be put on dealing with students problems when tutoring one-on-one not just in a classroom setting
boring
...more emphasis on 'self-esteem' rather than educator as, now, counselor

Adult education instructors as counselors
ok
Possibly expand - This is a very important part of teaching adults!
good - includes resources available
Could go more in depth.
Include the notion of building collab. rel. w/other agencies/services. Suggest poss. of beginning to provide cluster services.
"Bold" last paragraph / Message here very important
no comment
This article is helpful.
this also should be lengthened
what to do if teacher gets too involved in student's problems
Useful advice
more concise than previous counseling article & more appropriate for agencies without full time counselors
trim just a little:good nuts & bolts approach

Career preparation for adult students
good info for teacher resources
Tie-in with offices of public assistance to interpret ESL as job training, so more of these students get off assistance
very simplified
Include challenge of matching adult's interests to own skills & abilities as well as to local job market. These can be real challenges.
Crucial elements missing here on the topic
no changes needed
This is a practical article.
Should have more emphasis on ABLE teacher's influence & help rather than referral; also emphasis on networking to find work.
good stuff for students or staff

Public relations for ABLE programs
good
Great ideas!
Include marketing materials form Carlisle conference
This article should be expanded so video theatre is an innovative idea that demands more consideration.
more emphasis on teacher roles & word of mouth recruiting
Good!
trim it back/good referential info

Rural PR through video theatre
Add ESL videos
Great!
Not focused; not necessary to handbook
Or give equal time to "urban" PR. The issues discussed in article are similar to urban issues.
Different idea, maybe expand w/other PR techniques Nice ideas
Interesting but inadequate explanation for clarity.

Recognizing student achievement
give more smaller ideas of student recog.
Expand - include more suggestions for recognition
excellent follow-up ideas
Does Barbara Bush continue to send a message?
Good ideas.
I like the many brief examples
Nice ideas
some fine ideas for an important part of GED
article should have more ideas on recognition
recognition on an annual basis, recognizing small goals
Good as it provides specific examples
true. works great in larger programs

Outstanding students of the year
useless
excellent follow-up ideas
Encourage coordinators to solicit nominations.
How do you nominate for state level?
Things have change @ student of year, etc.
Important piece for educators
retain - *important for all of us
more should be said about students
Informative

How to organize and maintain an alumni association
Address of ad. ed. center has changed
Same as #46 above
for (my) future consideration

Staff developing: growing as an educator of adults
update for current year
important, clear info
Keep stressing importance-I have been questioned as to WHY put $ in this when not enough to buy books!
As much specifics as poss. would be good -- how to get more info, where to turn, etc.
Update with news on region centers
valuable article
This is a helpful article.
Discuss Staff Dev. Centers. / Action research

This needs to be substantly [sic] updated to reflect the Staff Development Centers programs. Also, emphasize tuition reimbursement and PAR
It's good but a lot has happened. Update. This might be part of an article about 9 centers
edit

AdvancE and ERIC
good
Good factual information
Quite informative on resource avenues.
Thanks!
Add PENN-LINK
How does it work? Do requesters receive print materials? Are they on loan or for keeps? etc.
Include information on western center
important as a professional resource
Again this is a helpful article.
Informative
update - Cheryl Harmon & C. Kemp
Too much party line, too little real where rubber hits street

Graduate programs in adult education
Good factual information
Very useful.
Great info!
Add any additional programs, if any
Distinguish betw. adult ed. progs & those that focus directly on lit., basic ed & ESL. Also disc. cost, cost/effectiveness in a highly underpaid field.
Update as needed
any possibilities of taking classes by mail?
This is a good article.
Discuss tuition reimbursement programs through regions.
This probably needs to be updated
Informative
PAACE: Pennsylvania Association for Adult Continuing Education
useful
Good factual information
informative - clear
advantage to joining one of these three?
Good information.
explain special interest sections
Update as needed
important info
more information is needed
current PAACE president
Informative

TLC: Tutors of Literacy in the Commonwealth
Good factual information
informative - clear
advantage to joining one of these three?
More information would be helpful
Give more specific information on services
more should be written on this
Informative

The American Association for Adult and Continuing Education (AAACE)
useful
Good factual information
informative - clear

advantage to joining one of these three?
Update as needed
good to know about
This publication is slanted toward Laubach programs - there are LVA programs in the Commonwealth
Informative

The GED Testing Service of the American Council on Education (GEDTS)
Good factual information
informative - clear
Excellent info
wrong section
Integrate into other GED sections
Update as needed
important info for GED teachers
Informative
repeats info from pg. 29, but includes new info

International Reading Association (IRA)
useful
Good factual material that needs to be included
informative - awareness of literacy org.
More information/detail could be given.
could explain more
Expand article
important to know what's out there
good resource information

Institute for the Study of Adult Literacy
useful
Good factual material that needs to be included
informative - awareness of literacy org.
How can average teacher take advantage of these offerings?
informative
Update as necessary
important to be aware of
current projects
Not very exciting. Maybe a description of their projects.
good resource information

National Center on Adult Literacy (NCAL)
useful
Good factual material that needs to be included
informative - awareness of literacy org.
should address publication available thru NCAL
Provide contact names/phone numbers
important to be aware of
should be longer
current projects
good resource information

The adult educator's essential bookshelf
ok
Good factual material that needs to be included
informative...
Very well done!
Excellent! Keep as is!
how can specific items be singled out when SO much is out there

Much should be added!
Update as necessary
all handy info to have at one's disposal
This list is excellent.
needs no modifications
A very good resource
Update. Add more. Good resource
good resource information

Publishers of adult education curriculum materials
Good factual material that needs to be included
well organized, easy to use!
Very well done!
codes are confusing
Could revise checklist system - is a bit confusing.
Update as necessary / well done
all handy info to have at one's disposal
Again this list is excellent.
needs no changing
make sure list has current info
i could take or leave it...sales reps are contacts with publishers

GED Testing Centers in Pennsylvania
Good factual material that needs to be included
Update as necessary / well done
all handy info to have at one's disposal
excellent and needs no changing
good resource
good resource information

Directory of writers
Good factual material that needs to be included
Credentials of writers important
great for me to get presenters
Update as necessary
all handy info to have at one's disposal
excellent and needs no changing
be sure to include ALL writers
This is a good source for us for staff development presenters
good resource information

ABLE—it's a date!
these are included in many other newsletters
Good factual material that needs to be included
Concise info on workshops
Current information
Include national conferences rel. to ABLE/ESL practitioners - IRA, NRC, NCTE etc.
Provide as much specifics (i.e. dates) as possible
all handy info to have at one's disposal
excellent
regional announcements
good resource information

Glossary of related terms, agencies, and organizations
update
Good factual material that needs to be included
Helpful
Vital to new instructors/staff

informative
Most of this is repetitive. Anything that is in here, but not a repeat should be integrated and indexed.
DETAIL is excellent
all handy info to have at one's disposal
This is an excellent glossary.
needs no change
include school-to-work, JTPA, Bridge program
good resource information

Glossary of abbreviations
update
Good factual material that needs to be included
Helpful
Vital
informative
Retain in each issue
all handy info to have at one's disposal
I am impressed with the Staff Handbook, as it gives a great deal of pertinent and valuable background information. Since many tutors have had no previous experience in teaching, the handbook could well include more model lessons and more teaching strategi
very helpful
good resource information

Staff of the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education Programs (ABLE Bureau)
update
Good factual material that needs to be included
New staff
Boy does this need updated
Include description of each person's function. i.e. What do they do?
Include fax numbers per position
all handy info to have at one's disposal
excellent
updated info
Update. Maybe a visual would be good.
good resource information
how about a better job description if space permits

General Comments on 1992 Edition

1. NEW TOPICS SUGGESTIONS
Personally, I would like to see more ESL.
When teaching ABE and GED I found a great percentage of my students seemed to have learning disabilities. Possibly more information on this could be included ...
...many details, procedures and materials may be provided by workshops...at the regional level, in which I am not directly involved.
Cultural differences in Russian refugees. There has been a large influx of Russians in the past three years.
Include a section of Life Management (health, hygiene, food preparation...expand guidelines for lay tutor and what is beyond the scope and expectations of a lay tutor
More strategies would help.
More on assessment - portfolio, curriculum-based, etc. More on staff development
Discussion on the Regional Staff Development Centers, what they are what they are supposed to do + services to staff...
teaching methods for 0-4 / 5-8 / 9-12

Diff views of literacy / diff. formats for programs (esp. community-based programs,one-to-one,small group,class) / Portfolio/alternative assessment / Practitioner inquiry/action research / Unpacking the skills-based vs. whole lang.debate / Politics of lit

Collaborative Learning Groups / Family Literacy / National Inst. for Literacy / Drug & Alcohol Issues in Adult Ed / How to use computers in instruction / Selecting Multicultural Materials (see address list)

Telecommunications: Teleconferencing, computer networking

I teach GED and would be interested in a current article on the pros and cons of whole group instruction vs. individualized or combination. Also, the value of doing practice tests

I am impressed with the Staff Handbook, as it gives a great deal of pertinent and valuable background information. Since many tutors have had no previous experience in teaching, the handbook could well include more model lessons and more teaching strategi

I see no need to add anything at this time. The handbook covers all subjects dealing with adult education.

A section devoted to the establishment of Regional Staff Dev. centers. Helen Hall at PDE supervises this project.

You might add...National Adult Literacy Survey (NALS) of PA sub-group study. Also, the prison study should be out this fall and could be added. Add the "Adult Numeracy Practitioners Network" to "G-Professional Support". Also...their newsletter...also NALLDC

A specific plan or outline for teaching a directed reading activity (DRA) / How to section on making games and activities to reinforce reading skills

I would like to see more coverage on ABE/GED Institutionalized. There are issues distinct to the inmate population that have not been addressed...

Teaching literature written by and abaout people color and women. Also, for ESL.

Retention is an on-going, huge problem for most agencies-maybe an article with suggestions that have worked...an article on how to deal with all different levels of students in one classroom

[recommends various names to write on] multiculturalism, testing & assessments, learning disabilities, volunteer recruitment/program involvement/recognition

My main concern is that ABLE is increasingly institutionalized and usurped by systems. Would like to see more perspective from the "bottom up," not "academia down"...not to say we should not be accountable...

2. SECTION DIVISIONS

Yes, fine. Perhaps PDE should be discussed, the bureaucracy, troubleshooting, etc.

I felt the "Effective Volunteers" article would fit better under Section B or D.

Ok for me

I felt the Handbook was complete, and well-organized.

Looks very well done and organized in logical fashion.

Grouping and organization of topics is good.

The section divisions are fine.

yes, very good organization & structure

GED Testing Service seemed misplaced

Yes

I have commented a little on this in my ratings of specific sections. In general when I wrote that something should be deleted, it was because ... it should be integrated elsewhere rather than that it was unnecessary.

Include an explanation of Act 143, 322, Project 353. Also staff needs to better understand how they can "sue" former 353 projects.

Suggest a whole separate section for technology

I believe the scope of the section divisions and breadth of articles is diversified sufficiently

The section divisions are sensible and practical.

I think all topics are in sections where they should be.

yes

--You might add specific references to the articles directly related to teaching and/or interacting with adults. --You might have a special section for support staff

I feel that all the broad areas have been covered adequately - I cannot think of any additional ones at this time

Sometimes titles seem inappropriate for subject covered and subheadings are missing in some.

Divisions were excellent to me.
an article on the new performance-based objectives would be helpful - with examples
"Multi-Culturalism & Special Populations" can be considered as "Social Awareness"
Please include more student input. Their views are valuable and must be solicited.

3. READER FRIENDLINESS

Well organized, seems to be targeted toward novices
It is well organized, index is helpful and the general format is good. Cover could include a brief statement of purpose of the Handbook to attract the potential user (i.e. a reference guide for educators of adults)
Very well done in all areas
I liked it - very personable approach
Well-organized/accessible/informative
It seems as if the many hours devoted to this project are positively reflected in a very well-organized handbook. I found the index quite helpful. The format was easily accessible.
Well organized. Easy to use reference material. I would keep a copy easily accessible.
The Handbook is very reader friendly. The articles are not so lengthy that I lose interest yet do get the information across.
This handbook was VERY helpful + easy to read and understand when I first entered the field. It covered areas and gave me information on where I fit and what was expected.
Index helpful, sections divided well
The Handbook is reader friendly
Who this text is written to sometimes shifts. Most notable example is section on tutors. Although this piece's audience includes tutors, here, advice is directed at staff. A careful look-through should attend to this.
The Professional Support and Appendices sections act as a good reference source. Where applicable, contributors should be encouraged to list/supply additional pertinent material/books on their topic that may be helpful to the reader.
Intend to use this book as a reference or resource. I want to very quickly and easily find pieces of information.
Very user-friendly. Can be distracting to have articles spread out over 3 pages (i.e. p.24-27 article)
The staff handbook is definitely user friendly and well-organized. The information and addresses are valuable and useful. I wish I had a copy.
The organization is good with a helpful index.
The handbook is well organized and all information is very helpful and knowledgeable.
Very good organization. May be better if terms and abbreviations appear 1st.
I don't have any specific concerns or suggestions
I found the handbook to be well organized and the general format accessible. I didn't really look at the index until I read this question - I suppose it could be helpful if looking for a specific topic or author.
The Staff Handbook is well organized, accessible and all information is relevant & interesting. I found the content useful to me as an educator & wish I could receive the handbook on a regular basis.
Too often the articles are written with abstract language--few concrete images. Writing is obviously professionals writing for professionals--this makes for boring prose.
Index was helpful - easier to find articles and topics
The index is very helpful, the format accessible, and the handbook well organized, but...the print should be larger or more white space-something to break up solid pages of print
it occurs to me 3 sorts of articles are written--1.a kind of "what it made of"...usually by PDE...2."nuts and bolts style & content article...3.the "impressionistic style" mixing methods, ideas and personal experiences...
Absolutely user friendly

4. DESIGN/APPEARANCE/PACKAGING

...great that...articles are short...may be beneficial to include where more information about...topic can be found (i.e. names&authors of good books about the topic, prof. journal articles, etc.)

The print seems to be too small and not dark enough. The 1989 Staff Handbook was easier to read for this reason. Possibly more white space between articles.

Excellent - not cluttered

I liked the format...publication was much more interesting and readable than I had expected it to be. A pleasant surprise! I ended up reading many of the articles I had marked with a 1, just because they were interesting.

well-organized/professional presentation

The handbook is quite well-ordered. The format and print are pleasant and extremely readable. Good contrast in size of print and definition of articles.

Shading of particular articles makes this handbook reader friendly. Excellent use and choice of quotes. I have not identified any particular weaknesses.

The areas in grey remind me of those "by the way..." blurbs in old history books. Don't minimize them in that way.

Looks are very appealing - inviting yet not too overdone (colors, etc.). Very clear + readable. Only weakness is that parts are outdated.

Basically, good appearance and very readable. "GED Testing Centers" print was too small

The look is professional.

Bullets & bold print is useful for skimming for what you're looking for. Increase as much as poss.

Too many words on a page. I know there is a lot of info but some pages are overwhelming.

Font on page 9 not easily readable.

The appearance is very neat and professional. I like the length of the articles.

I do not understand the printing of some articles in gray.To me this...gives the book a cluttered look. The direct quotations in gray, however, are effective. Therefore, I'd like to see more direct quotations highlighted in gray. The print is good&readable.

The handbook has been very well designed. It is clearly written and understandable. The titles are done in heavy black that makes each article stand out.

The handbook's appearance is clear and readable. If $ allows - color may add to appearance.

It looks "just fine" to me!

I like the 2 column format - also I liked the contrast of having the gray as well as white articles. On the whole it was easy to read. The cover was attractive and uncluttered.

...Handbook looks great...well organized, readable and interesting. The material is very well presented in a clear manner. The strength...lies in the wealth of intellect, professionalism and caring that shines through its well written articles.

Visuals are lacking. I'd appreciate photos, illustrations, charts, etc.

Design was fine, but the print was too small. Two articles on one page was sometimes confusing with quotes all over the place.

The gray shading and large print titles help the presentation of articles. Articles that gave theory and specific examples were more interesting and readable than those that just gave theory.

it looks plain. however there is some difficulty in tracking down specific resources mentioned in the handbook's articles. maybe a list of those in the 'appendices' section.

You're good, Tanya [sic]

5. OVERALL EVALUATION

If articles are chosen to be reprinted in the new edition, they should all be updated to include current information.

It is hard to judge since I have never seen a handbook from another state, but I can't imagine another one more comprehensive than this.

Very informative/very readable

Very good reference, especially for new staff.

For teachers, I think there was a lot of useful info - I learned a lot about programs, etc. from the contents.

I strongly recommend a more extensive, annotated bibliography--either at the end of each section or in an appendix divided up by topic. Almost every topic you cover is good start, but by the nature of this book too general...can't do it all but should help...

By having many writers, you have many different writing styles to deal with. This can make a book seem choppy. On the other hand it is important to receive different opinions and expertise on certain topics.

Excellent resource

I would like to see a statement of philosophy set forth by ABLE (Pa.) leadership.
I think that the handbook is excellent and should be required reading for everyone who participates in adult education.
I am a tutor for both literacy and GED. I think more than choice should be marked for those of us that tutor both programs. Also, under future status, a number should be added for "no change"
It appears...target audience for...handbook are teachers or tutors working in a classroom setting-even though many of the ideas can be adapted for the volunteer working in a one-on-one situation. I feel...should be more focus put on the need of these tutors.
I don't believe the migrant worker is ESL student is completely understood here. The migrant worker does not fit the prole, his goals & outlook are singular.
Generally, I think the brevity of most articles undermines their usefulness. I would publish fewer articles with more specific coverage on a given topic...Article selections could be better edited for content and overlap.
"what is learning and how do educators guide or aid this process," is what i gather from the handbook. please take care in allowing not too much room for diversions to this central theme.
OTHER COMMENTS
Although I coordinate ESL...am interested in all topics. If I had a plethora of free time, I would read and critic all articles in the handbook.
[somewhat low rating of percentage of book that applies to needs] only because I am staff develop. coordinator, not teaching.
A careful read and written comments took me almost 3 hours. I'm glad to help, but reading in the spring will probably take as least as long. 6 hrs...is significant. I'm glad to...have my voice heard but...practitioner knowledge and experience are undervalued.
As a staff development center, all topics are relevant to our needs
I would like to see more model lessons w/explanations of more strategies.
I suspect the majority of adult students in our programs are in the 5-8 grade level, yet there is very little public discussion of them as a distinct group. It's all "ABE" or "GED." Maybe more emphasis needs to be placed on this middle group.
This took several hours to evaluate. I think 1.5 is unrealistic.
the final question is: what does the population of PA really need?...generally a sound handbook with very useful info/good resource...

Field Focus Group
Pre-Production Questionnaire

Please spend approximately an hour and a half perusing the current edition of the Handbook while completing this survey questionnaire. Then return this entire booklet in the envelope provided by **September 30, 1994.** When you have also completed a comparable post-production questionnaire (sometime next spring) the project will send you an honorarium of $45, based on three hours of your time (ABLE staff only, not regional coordinators). Thank you very much. And please remember, we are looking for frank opinions, not compliments!

—Tana Reiff, Project Director/Editor

Your Region # _____

Your primary area of involvement (please check one):

- ☐ Staff Development Center Coordinator
- ☐ ABE/GED
- ☐ Volunteer Literacy Tutoring
- ☐ English as a Second Language
- ☐ Other: _____

Your name: _____

Position: _____

Agency/Location: _____

Section 1. Evaluating the most recent edition of the Handbook.

Please scan the articles in the 1992 edition of the Staff Handbook that apply to your own adult education practice. This may include any general or specific article in the book. Then, at right, rate each article according to the indicated criteria. PLEASE NOTE: *If you indicate a "1" in the very first column, you will not complete the remaining ratings for that article.*

A. A BACKGROUND FOR THE ADULT EDUCATOR **Page**

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A brief look at the history of adult education *Gordon C. Godbey* 8

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Programs administered by the Bureau of Adult Basic and Literacy Education *John Christopher* 10

Effective volunteers *Donald G. Block* 10

Teacher certification and adult education *Gordon Jones* 11

The National Adult Literacy Survey (NALS) *Irwin S. Kirsch* 12

B. CREATING A LEARNING ENVIRONMENT

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Learning styles: teaching to the individual *Shirley Maltace* 14

Organizing a place to learn *Meredyth A. Leahy* 14

The 4 E's: do's and don'ts for educators of adults *Julianne D. Rettig and Meredyth A. Leahy* 16

Dealing with adult learning disabilities *Richard Cooper* 17

A. Relevance: 1 Topic does not apply to my general or specific needs; no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified; appropriateness of article length relative to other articles; etc.)

Recruitment and retention of adult students *Allan Quigley* 18

C. INTAKE & ASSESSMENT

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Testing and assessment in Pennsylvania ABLE programs *David W. Fluke* 20

The four most commonly used assessment evaluations in Pennsylvania for adult students *Stephen Wegener* 20

How are they doing? A look at 'informal assessment' *Meryl K. Lazar* 22

Creating learning goals with adult students *Judith Rance-Roney* 22

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Teaching the adult new reader: ABE/0-4/literacy curriculum *Vicki Hoffman* 24

A whole language collaborative curriculum for adult literacy tutors and students *Anita H. Pomerance* 25

A model lesson plan for a variety of adult education situations *Jeanne H. Smith* 26

Teaching mathematics to ABLE students *Mary Louise Gall* 27

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Preparing adult students for the GED examination *Richard P. Carland* 30

Helping students prepare for the GED writing sample: 10 suggestions *Robert H. Weiss* 31

Tips for test-takers *Michael F. Connifey and Charles Holbrook* 31

ESL for adults *Doris H. Zook* 32

ESL reading: the Easter chicken *Judith Rance-Roney* 33

Curriculum resources for adult education programs *Sherry Royce* 34

Checklist for evaluating instructional materials *Virginia Commonwealth University* 35

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Guidelines for educating the incarcerated *Shirley Mattace* 41

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A. Relevance: 1 Topic does not apply to my general or specific needs, no further comments 2 Topic SHOULD AND DOES speak to my general or specific needs 3 Topic should but DOES NOT speak to my general or specific needs	**B. Readability/ clarity/focus:** 1 Poor 2 Mediocre 3 Good 4 Excellent	**C. Author's expertise:** 1 Not apparent or appropriate to the topic 2 Adequate 3 Very apparent and appropriate to the topic	**D. Future status:** 1 Retain this article, with minor revisions, in the next edition 2 Retain this topic in the next edition, but rewrite with a different author 3 Delete this topic in the next edition	**E. Specific comments on this article:** (e.g., how topic should be modified, appropriateness of article length relative to other articles, etc.)

Section B. General comments. (Please use additional paper if needed.)

1. **New topics.** What topics in your primary area of expertise—with broad appeal to other ABLE educators with similar interests—do you feel should be included in the next edition of the Staff Handbook? Please suggest possible Pennsylvania authors if you can, including addresses and phone numbers.

2. **Section divisions.** Notice the way in which articles are divided into sections: A Background for the Adult Educator, Creating a Learning Environment, etc. Should certain topics be covered under a different section? Have we covered all of the broad areas an ABLE practitioner needs to know about? Etc.

3. **Reader friendliness.** How well do you think the Staff Handbook is organized? Is the index helpful? Is the general format accessible? What goes through your mind as you approach this resource?

4. **Design/appearance/packaging.** How does the Staff Handbook *look*? What are the strengths and weaknesses of the presentation? Clear? Readable? Cluttered? Etc. Please be as specific as possible.

5. **Overall evaluation.** Please offer any other comments or suggestions you would like to make at this time. Then assign the two numerical ratings indicated below to the product as a whole, on a scale of 100.

Estimated percentage of the book that applies to your general or specific needs: _____ % Overall rating (1-100): _____

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1	TOTALS & AVERAGE SCORES: POST-PRODUCTION						
2							
3	A.RELEVANCE						
4			TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
5	1.A BACKGROUND FOR ADULT EDUCATOR						
6	VISION		0	20	0		20
7	BUREAU FUNC		3	17	1		21
8	BUREAU CHART		6	12	2		20
9	SVCS DELIV		4	11	4		19
10	ROLE		3	17	1		21
11	2.UNDERSTANDING THE ADULT LEARNER						
12	WHO?		2	18	0		20
13	RESEARCH		1	16	3		20
14	ADA		4	13	3		20
15	LRNG STYLES		0	19	1		20
16	RCRT/RETN		1	15	3		19
17	PATTERNS		3	15	3		21
18	MULTICULT		1	12	7		20
19	ADDIC/RECOV		8	9	3		20
20	3.INTAKE AND ASSESSMENT						
21	ASSESSMT		3	16	2		21
22	INTAKE		5	12	3		20
23	STAND TESTS		5	10	3		18
24	USING TO ENHNC		4	13	2		19
25	PORTFOLIO		5	11	3		19
26	ESL ASSESMT		10	10	0		20
27	ESL PROFICNCY		10	10	0		20
28	ESL TESTS		10	10	0		20
29	4.TEACHING ADULTS						
30	INTRO		3	17	1		21
31	BEGINNING		3	17	1		21
32	READING CHART		6	12	2		20
33	ABE 5-8		5	15	0		20
34	COLL LRNG GRPS		7	12	1		20
35	MATH		4	16	0		20
36	GED TESTS		6	12	2		20
37	GED PREP		7	12	1		20
38	FAM LIT		7	13	0		20
39	HOMELESS		12	8	0		20
40	PUB HOUSING		9	8	2		19
41	RURAL		10	9	1		20
42	INSTITUTINZD		15	4	1		20
43	MIGRANT		14	6	0		20
44	INCARCERTD		13	7	0		20
45	TCHG ESL		11	8	1		20
46	WORKPLACE		14	6	0		20
47	FAM CTRS		12	7	1		20
48	DISTANCE ED		12	8	0		20
49	MATERIALS		4	16	0		20
50	CAI		9	9	1		19

	AD	AE	AF	AG	AH	AI	AJ
51	5.SUPPLEMENTAL ACTIVITIES						
52	COUNSELING		5	14	1		20
53	TCHR AS COUN		3	17	1		21
54	CAREER ED		14	5	1		20
55	REC ACHVMT		5	13	2		20
56	OUTST AWRDS		5	14	1		20
57	ALUMNI		14	6	0		20
58	6.PROFESSIONAL DEVELOPMENT AND SUPPORT						
59	STAFF DEV		6	13	0		19
60	SLRCs		4	16	0		20
61	VOLUNTEERS		1	18	0		19
62	GRAD PGRMS		8	11	0		19
63	ACTION RSRCH		8	10	1		19
64	PAACE		6	14	0		20
65	AAACE		7	13	0		20
66	NCAL		6	14	0		20
67	TLC		5	13	2		20
68	7.RESOURCES AND DIRECTORIES						
69	BOOKSHELF		3	16	2		21
70	PUBLISHERS		3	16	1		20
71	WRITERS		3	16	1		20
72	GLOSSARY		3	16	1		20
73	GLOSS ABBRV		3	16	1		20
74	GED TSTG CTRS		6	13	0		19
75	INDEX		3	15	2		20
76							

	AD	AE	AF	AG	AH	AI	AJ
77	B.READABILITY/CLARITY/FOCUS						
78		AVG RATING	TOTAL 1's	TOTAL 2's	TOTAL 3's	TOTAL 4's	N=
79	1.A BACKGROUND FOR ADULT EDUCATOR						
80	VISION	3.35	0	0	13	6	19
81	BUREAU FUNC	3.294117647	0	1	10	5	16
82	BUREAU CHART	3.375	1	1	5	7	14
83	SVCS DELIV	3	0	4	9	5	18
84	ROLE	3.529411764	0	0	8	7	15
85	2.UNDERSTANDING THE ADULT LEARNER						
86	WHO?	3.222222222	1	1	8	7	17
87	RESEARCH	3.263157894	0	1	11	5	17
88	ADA	3.1875	0	1	10	4	15
89	LRNG STYLES	3.25	0	2	10	6	18
90	RCRT/RETN	3.222222222	1	1	9	6	17
91	PATTERNS	3.352941176	0	2	7	6	15
92	MULTICULT	2.578947368	2	7	6	2	17
93	ADDIC/RECOV	3.25	0	1	7	4	12
94	3.INTAKE AND ASSESSMENT						
95	ASSESSMT	3	0	3	11	3	17
96	INTAKE	3.4	0	1	7	6	14
97	STAND TESTS	3.142857142	0	2	7	4	13
98	USING TO ENHN	3.066666666	0	2	10	3	15
99	PORTFOLIO	3	1	1	9	3	14
100	ESL ASSESMT	3.7	0	0	3	5	8
101	ESL PROFICNCY	3.8	0	0	2	6	8
102	ESL TESTS	3.8	0	0	2	6	8
103	4.TEACHING ADULTS						
104	INTRO	3.294117647	0	1	9	6	16
105	BEGINNING	3.411764705	0	2	6	8	16
106	READING CHART	3	0	5	6	5	16
107	ABE 5-8	3.266666666	0	0	11	4	15
108	COLL LRNG GRP	3.214285714	0	1	8	4	13
109	MATH	3.25	0	1	10	5	16
110	GED TESTS	2.857142857	0	3	10	1	14
111	GED PREP	3.615384615	0	0	5	7	12
112	FAM LIT	3.230769230	0	0	9	3	12
113	HOMELESS	2.875	0	1	6	0	7
114	PUB HOUSING	3	0	2	7	2	11
115	RURAL	3.1	0	1	6	2	9
116	INSTITUTINZD	3	0	0	6	0	6
117	MIGRANT	3.166666666	0	0	4	1	5
118	INCARCERTD	3.285714285	0	0	5	2	7
119	TCHG ESL	3.444444444	1	0	2	5	8
120	WORKPLACE	3.666666666	0	0	2	3	5
121	FAM CTRS	2.875	0	1	6	0	7
122	DISTANCE ED	3	0	0	9	0	9
123	MATERIALS	3.375	0	0	9	6	15
124	CAI	3.363636363	0	0	7	4	11
125	5.SUPPLEMENTAL ACTIVITIES						
126	COUNSELING	3.333333333	0	1	8	4	13

	AD	AE	AF	AG	AH	AI	AJ
127	TCHR AS COUN	3.352941176	0	0	11	4	15
128	CAREER ED	3	0	1	5	0	6
129	REC ACHVMT	3.2	0	1	9	3	13
130	OUTST AWRDS	3.266666666	0	1	8	4	13
131	ALUMNI	3.333333333	0	0	4	2	6
132	6.PROFESSIONAL DEVELOPMENT AND SUPPORT						
133	STAFF DEV	3.214285714	0	1	8	4	13
134	SLRCs	3.3125	0	0	11	3	14
135	VOLUNTEERS	3.611111111	0	0	7	9	16
136	GRAD PGRMS	3.333333333	0	0	8	3	11
137	ACTION RSRCH	3.083333333	0	2	7	2	11
138	PAACE	3.285714285	0	0	9	3	12
139	AAACE	3.076923076	0	1	9	1	11
140	NCAL	3.071428571	0	1	10	1	12
141	TLC	3	0	2	11	1	15
142	7.RESOURCES AND DIRECTORIES						
143	BOOKSHELF	3.529411764	0	0	7	8	15
144	PUBLISHERS	3.6875	0	0	5	9	14
145	WRITERS	3.4375	0	1	6	7	14
146	GLOSSARY	3.411764705	0	0	9	6	15
147	GLOSS ABBRV	3.411764705	0	0	9	6	15
148	GED TSTG CTRS	3.571428571	0	0	5	7	12
149	INDEX	3.411764705	0	1	7	7	15
150	AVG READABILITY:						
151		3.265833474					

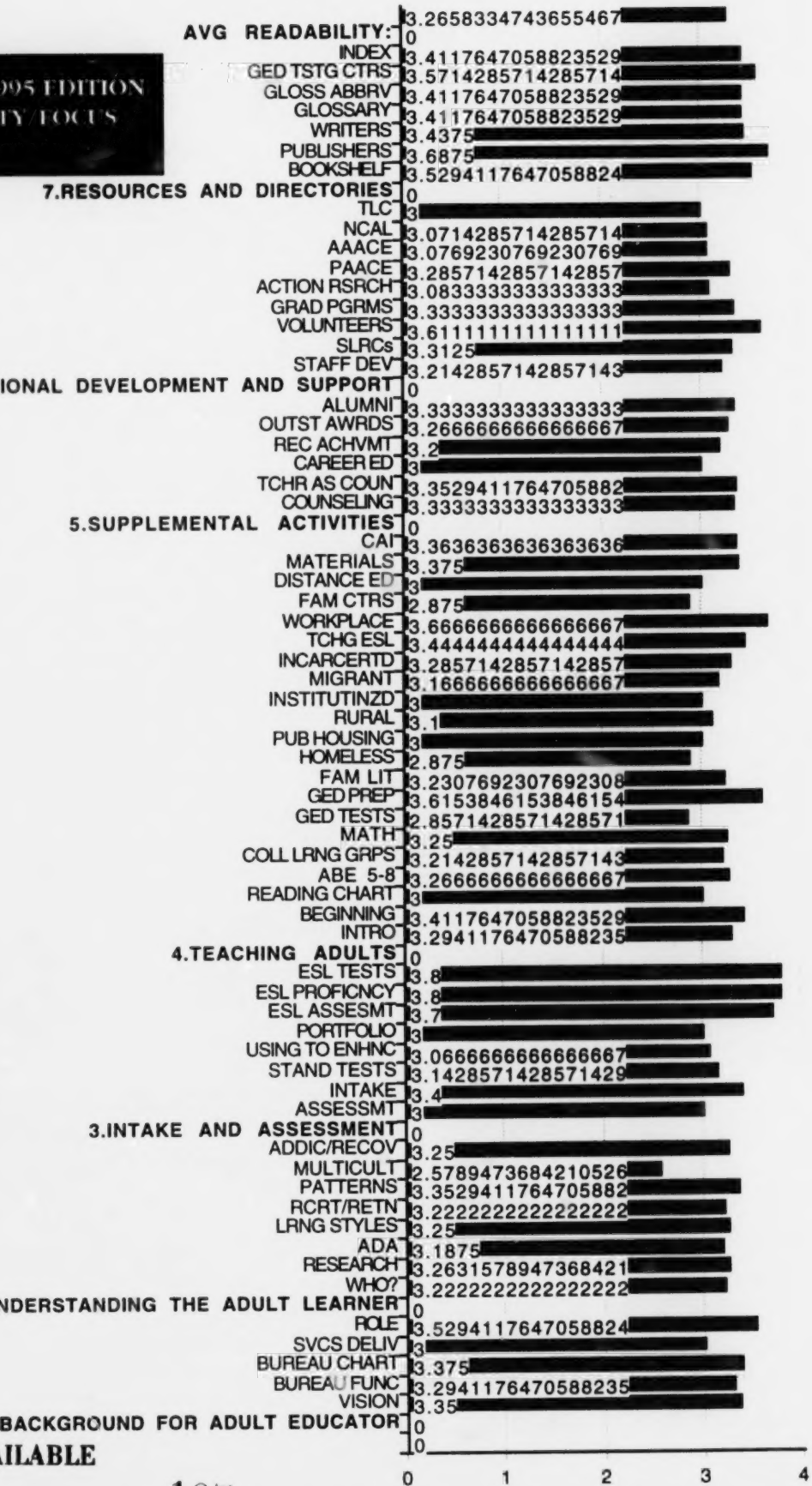
	AD	AE	AF	AG	AH	AI	AJ
152	C.AUTHOR'S EXPERTISE						
153			TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
154	1.A BACKGROUND FOR ADULT EDUCATOR						
155	VISION	2.85	0	3	17		20
156	BUREAU FUNC	2.941176470	0	1	15		16
157	BUREAU CHART	2.933333333	0	1	13		14
158	SVCS DELIV	2.5625	1	5	10		16
159	ROLE	2.882352941	0	2	14		16
160	2.UNDERSTANDING THE ADULT LEARNER						0
161	WHO?	3	0	0	18		18
162	RESEARCH	2.894736842	0	2	16		18
163	ADA	2.625	1	4	10		15
164	LRNG STYLES	2.75	0	5	15		20
165	RCRT/RETN	2.722222222	0	5	12		17
166	PATTERNS	2.764705882	0	5	10		15
167	MULTICULT	2.25	2	8	6		16
168	ADDIC/RECOV	2.833333333	0	2	10		12
169	3.INTAKE AND ASSESSMENT						
170	ASSESSMT	2.823529411	0	4	11		15
171	INTAKE	2.866666666	0	3	10		13
172	STAND TESTS	2.571428571	0	6	8		14
173	USING TO ENHA	2.8	0	3	12		15
174	PORTFOLIO	2.857142857	0	3	9		12
175	ESL ASSESMT	3.1	0	0	8		8
176	ESL PROFICNCY	3.1	0	0	8		8
177	ESL TESTS	3.1	0	0	8		8
178	4.TEACHING ADULTS						
179	INTRO	2.764705882	0	4	12		16
180	BEGINNING	3.058823529	0	0	15		15
181	READING CHART	2.5	1	4	7		12
182	ABE 5-8	2.8	0	4	10		14
183	COLL LRNG GRP	2.642857142	2	2	8		12
184	MATH	2.625	1	4	11		16
185	GED TESTS	2.5	1	5	8		14
186	GED PREP	2.923076923	1	0	11		12
187	FAM LIT	2.923076923	0	1	11		12
188	HOMELESS	2.625	0	3	4		7
189	PUB HOUSING	2.4	1	4	5		10
190	RURAL	2.6	1	2	6		9
191	INSTITUTINZD	2.8	0	1	4		5
192	MIGRANT	3	0	0	6		6
193	INCARCERTD	3	0	1	6		7
194	TCHG ESL	2.888888888	0	1	7		8
195	WORKPLACE	3	0	0	7		7
196	FAM CTRS	2.5	0	4	4		8
197	DISTANCE ED	2.571428571	0	3	4		7
198	MATERIALS	2.75	1	3	10		14
199	CAI	2.454545454	2	2	7		11
200	5.SUPPLEMENTAL ACTIVITIES						
201	COUNSELING	2.8	1	1	12		14

	AD	AE	AF	AG	AH	AI	AJ
202	TCHR AS COUN	2.941176470	0	2	13		15
203	CAREER ED	2.5	0	3	2		5
204	REC ACHVMT	2.6	0	6	9		15
205	OUTST AWRDS	2.6	2	2	11		15
206	ALUMNI	3	0	0	7		7
207	6.PROFESSIONAL DEVELOPMENT AND SUPPORT						
208	STAFF DEV	2.733333333	0	4	10		14
209	SLRCs	2.875	0	2	13		15
210	VOLUNTEERS	2.941176470	0	1	15		16
211	GRAD PGRMS	2.916666666	0	1	11		12
212	ACTION RSRCH	2.583333333	0	5	6		11
213	PAACE	2.785714285	0	3	10		13
214	AAACE	2.538461538	0	6	7		13
215	NCAL	2.571428571	0	6	8		14
216	TLC	2.666666666	0	5	10		15
217	7.RESOURCES AND DIRECTORIES						
218	BOOKSHELF	2.8125	0	3	13		16
219	PUBLISHERS	2.846153846	0	2	10		12
220	WRITERS	2.75	0	3	9		12
221	GLOSSARY	2.666666666	0	5	9		14
222	GLOSS ABBRV	2.733333333	0	4	10		14
223	GED TSTG CTRS	2.846153846	0	2	10		12
224	INDEX	2.8	0	3	11		14
225	AVG AUTH. EXPERTISE:						
226		2.766614013					

	AD	AE	AF	AG	AH	AI	AJ
227	D.FUTURE STATUS						
228			TOTAL 1's	TOTAL 2's	TOTAL 3's		N=
229	1.A BACKGROUND FOR ADULT EDUCATOR						
230	VISION		20	0	0		20
231	BUREAU FUNC		16	1	0		17
232	BUREAU CHART		15	1	0		16
233	SVCS DELIV		12	1	2		15
234	ROLE		16	1	0		17
235	2.UNDERSTANDING THE ADULT LEARNER						
236	WHO?		18	0	0		18
237	RESEARCH		16	2	1		19
238	ADA		11	4	1		16
239	LRNG STYLES		17	2	1		20
240	RCRT/RETN		15	2	1		18
241	PATTERNS		15	1	1		17
242	MULTICULT		7	10	2		19
243	ADDIC/RECOV		11	0	1		12
244	3.INTAKE AND ASSESSMENT						
245	ASSESSMT		14	3	0		17
246	INTAKE		12	3	0		15
247	STAND TESTS		12	1	0		13
248	USING TO ENHNC		12	1	2		15
249	PORTFOLIO		12	2	0		14
250	ESL ASSESMT		10	0	0		10
251	ESL PROFICNCY		10	0	0		10
252	ESL TESTS		10	0	0		10
253	4.TEACHING ADULTS						
254	INTRO		16	0	1		17
255	BEGINNING		16	1	0		17
256	READING CHART		9	4	1		14
257	ABE 5-8		14	1	0		15
258	COLL LRNG GRPS		13	1	0		14
259	MATH		14	2	0		16
260	GED TESTS		12	1	1		14
261	GED PREP		12	0	1		13
262	FAM LIT		12	1	0		13
263	HOMELESS		6	2	0		8
264	PUB HOUSING		8	3	0		11
265	RURAL		8	2	0		10
266	INSTITUTINZD		4	1	0		5
267	MIGRANT		6	0	0		6
268	INCARCERTD		6	1	0		7
269	TCHG ESL		8	1	0		9
270	WORKPLACE		6	0	0		6
271	FAM CTRS		6	2	0		8
272	DISTANCE ED		6	1	1		8
273	MATERIALS		16	0	0		16
274	CAI		10	1	0		11
275	5.SUPPLEMENTAL ACTIVITIES						
276	COUNSELING		13	1	1		15

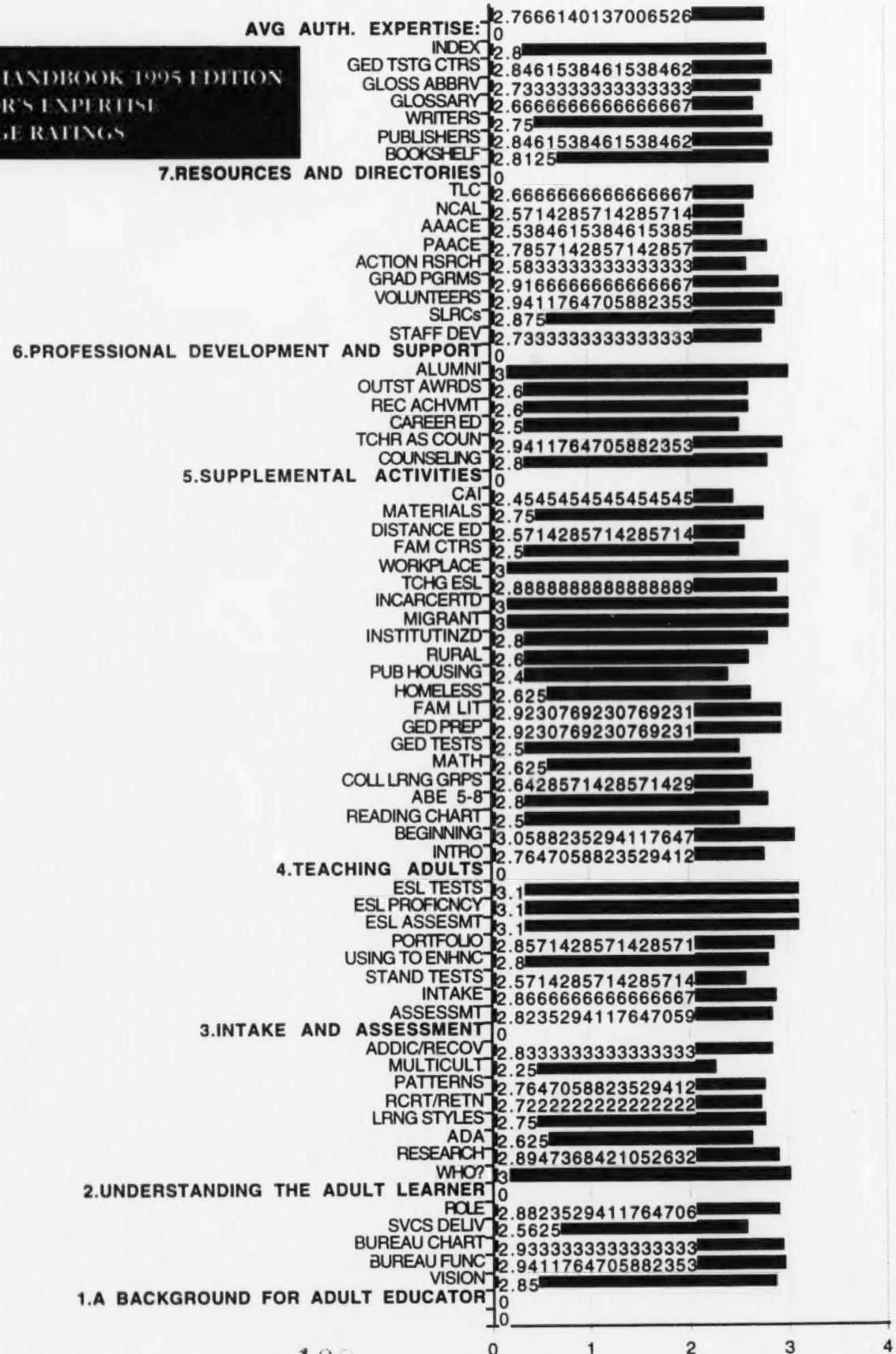
	AD	AE	AF	AG	AH	AI	AJ
277	TCHR AS COUN		17	0	0		17
278	CAREER ED		4	2	0		6
279	REC ACHVMT		9	4	1		14
280	OUTST AWRDS		12	2	1		15
281	ALUMNI		6	0	0		6
282	6.PROFESSIONAL DEVELOPMENT AND SUPPORT						
283	STAFF DEV		12	1	1		14
284	SLRCs		15	1	0		16
285	VOLUNTEERS		18	1	0		19
286	GRAD PGRMS		11	1	0		12
287	ACTION RSRCH		6	4	2		12
288	PAACE		14	0	0		14
289	AAACE		12	1	0		13
290	NCAL		12	2	0		14
291	TLC		13	2	0		15
292	7.RESOURCES AND DIRECTORIES						
293	BOOKSHELF		15	0	1		16
294	PUBLISHERS		15	1	1		17
295	WRITERS		15	0	0		15
296	GLOSSARY		13	3	0		16
297	GLOSS ABBRV		14	2	0		16
298	GED TSTG CTRS		13	1	0		14
299	INDEX		15	2	0		17
300							
301							
302	*** AVG OVERALL APPLICABILITY (%)				71.5789473		
303							
304	*** AVG OVERALL RATING (%)				91		

STAFF HANDBOOK 1995 EDITION
READABILITY/CLARITY/FOCUS
AVERAGE RATINGS



BEST COPY AVAILABLE

STAFF HANDBOOK 1995 EDITION
AUTHOR'S EXPERTISE
AVERAGE RATINGS



Field Focus Group Comments
Post-Production Questionnaire
(Staff Handbook 1995 Edition)

1 A BACKGROUND FOR THE ADULT EDUCATOR

Pennsylvania's Vision for Adult Basic and Literacy Education *by Cheryl L. Keenan*
We all feel this way, can she give us more on how to do this
Not specific to my area, but I read for overall perspective and purpose of this publication--which I received from this article.
well-written, organized
Good article with clearly defined goals
excellent background info
well-written, enthusiastic, spirited, well-organized
needs no changes
next edition - just update info.
Section "learner's cultural background" is not a must - does not follow writer's opening address

The Functions of the Bureau of Adult Basic and Literacy Education *by Donald Lunday*
good!
well organized, informative article
"Regional" used for advisors confusing with RSDC (I think they changed it to "Area Advisors"
very informative
needs no changes

Bureau of Adult Basic and Literacy Education: Organizational Chart
good-but it does seem to change frequently
Excelient idea to include this!
very helpful article with above
Chart could have been more detailed to include units mentioned in article
Great chart!
how about an "800" phone number for advisors
Really useful--I never understood this!
easy to understand
The chart is excellent but should be larger
update southeast advisor with new name
Chart very helpful

Where and How ABLE Services are Delivered in Pennsylvania *by Lori A. Forlizzi*
hum-drum
good general information
More specifics would be good
who offers services (very general)
...but maybe some statistics? This seems so general that is it is pretty obvious.
This article is very helpful.
needs no changes
Very broad, general info

Your role as an educator of adults *by Tana Reiff*
it's nice to know what others are doing
interesting chart on page 10
eye-opening, & on target
too many lists
I love the compilation
did not mention volunteers, employment status chart was depressing!
Perhaps end on a more positive note w/"directions forward" or something like that.

interesting for a literacy teacher to compare with others in the field
This article is excellent.
needs no changes
condense data
Emp status & struggles areas informative

2 UNDERSTANDING THE ADULT LEARNER

Who are our adult students? *by Tana Reiff*
nice stats! can help us write proposals
print too small on page 11 & 12 on reasons for participation, types of programs, etc.
interesting!
excellent breakdown of student population
Nice use of graphs
Include some of the critique assoc. w/NALS/SALS. What abt expenditures/student?
References to the 5 "levels" on p. 11 - confusing - what are they?
The charts need to be larger.
would need to be updated
made statistics into a good article.

Applying the Research in Adult Learning *by Judith A. Rance-Roney*
p. 13 - not sure what "to meet societal expectations of learning level" means
repetitive information
good resources
long article, too wordy
Isn't there some more recent research. I would like to see Brookfield more prominently featured.
Also, how about a second half which reviews current research on literacy education...
interesting & very well-written
This is an excellent article.
would need to be updated
good intro, but rest is too long
excellent

Meeting the Needs of Adult Students with Disabilities *by Abbei Brawley*
good info. to know
There should be more on this topic
good - even more specific accommodations should be mentioned if possible
could have more information
didn't include LD. Please include specifics.
always needs to be stated!
This article could well be expanded.
Give more examples

Matching Teaching Strategies to Student Learning Styles *by Laraine A. Demsbock*
does anyone actually have the time or resources to do an inventory on students!??
could shorten if necessary - some repetition of ideas
well written and clear
Glad to see this included
please explain - how do you accommodate indiv. learning style to erratic attendance?
This article needs to be emphasized.
needs no changes
a list of tests and pub. would be helpful
Would be helped by adding specific examples

What Draws Them and Keeps Them *by Alisa Belzer*
common problems, little more in depth
offered some concrete suggestions

too wordy
This article is written in an interesting way.
needs to be longer
This article applies to classroom instruction. Does it also apply to 1-1 teaching?
can be put into fewer, less didactic words & phrasing (sorry, i haven't said 'didactic' in years)

Patterns and Predictors of Instructional Attendance *by Malcolm B. Young*
good, concise
on target
So--what's new?
informative
Again this important subject needs a more interesting presentation.
interesting

Multiculturalism and the Role of Difference *by Stanley Nowak*
hard to follow
interesting viewpoint
important topic, but wordy & unclear
rather "lofty" in tone
Sounds too research oriented. Not enough ground in actual experience.
dumb!
too general. Should be expanded into lengthier & more substantial essay.
This article is written in a manner that is too pedantic for many readers.
No bio on author.
Reading this stimulates thought on the subject
good ideas presented - but does not ADDRESS the title - it is a RESPONSE to the title/topic.

Addiction, Recovery, and ABE *by Joyce P. Kerrick and Carol Molek*
More could possibly be done on this topic
well-written, important for all educators
Good tips - practical
good length - good topic & one that is not often seen in research
More emphasis on why there is a strong connection betw. personal difficulties like addition & illiteracy.

3 INTAKE AND ASSESSMENT

Assessment of Adult Student Performance *by Judith A. Alamprese*
could include some specific tests for ESL - good ones
OK
well done, timely, informative
Should have spent some time on EQuAL and less on general assessment - too wordy
More definitions laid out more graphically e.g. performance base, competency based. Descriptive vs. quantitative--OR--attributes of spec. standardized tests or rel. betw. diff. kinds of assessments & purposes and audiences.
needs no change
would need to be updated
again, a very 'instructional' sound/tone. i don't know if the topic could be differently written though

Intake: setting the tone *by Georgina Rettinger*
good!
good general overview
ESL students' intakes not mentioned
Address a one on one intake
excellent advice for new staff!
Combine this w/piece on commonly used tests. This has a nasty tone.

This is a helpful article.
concise/good practical info. the writer paints a picture

Commonly Used Standardized Tests for Adults
include more for beginner ESL
could be put in table form
OK
very helpful summary
did not include a couple of tests mentioned in p.20 article
Include pluses & minuses, costs, amt of time needed to admin.
This article or chart demands more development and explanation.
needs to be longer
give evaluations of tests.
would need to be updated

Using Standardized Tests to Enhance Instructional Time *by Georgina Rettinger*
good info-title may be misleading
well organized explanation
Highlight what & why which data is relevant to ascertain upon intake
excellent

Implementing Portfolio Assessment *by Susan L. Lytle and Alisa Belzer*
good - pure info is needed
concise article that highlights & informs - great for new staff
This is a helpful article.
Give more detail on implementing strategies & give bibliography
heavy. after the first sentence, why do i want to read on.

Assessment in Adult ESL *by Judith A. Rance-Roney*
great!
List of tests is wonderful. I often receive calls asking me about assessment tests.

Classifying ESL Proficiency *by Judith A. Rance-Roney*
great!
Very helpful!! Expand if possible.
good for beginners
This article is practical and helpful.

Designing the ESL Assessment Battery: Some Choices
great!
could be put into a table
would like to see some indication of $
Thanks!
good guide
This chart demands more development and explanation.

4 TEACHING ADULTS

In this section: something for everyone *by Tana Reiff*
good introduction
this article didn't seem to be necessary
Good intro
Handbook shows throughout its sections, there is something for everyone. This section is not needed.
shorter
good introduction
this article didn't seem to be necessary

Good intro
Handbook shows throughout its sections, there is something for everyone. This section is not needed.
shorter

Working with beginning adult students *by Rose Brandt*
great, very specific
Shorten if possible
very inclusive & clear
Thanks for the tips
too long & repetitive of Rettinger article
A little more on what can get in the way, make these suggestions hard to implement
good suggestions
This is an excellent article and it is helpful.
no changes
Good suggestions, but it is difficult to have discussion like these in an open entry/open exit class.
starts great, and then loses me at "MAKING LEARNING REAL". too much generalized info. from there on.

Basic Techniques to Promote Reading for Meaning: Chart
not necessary
Charts are great!
This chart should be explained more.
Chart is confusing
good for tutor orientation

Instruction at the ABE 5–8 Level *by Mary Louise Gall*
reinforces my methods
doesn't tell me anything new
Learning in context gave good advice
What is distinctive abt 5-8 (vs. 0-4) if anything?
This is an excellent article.
need more added to it
writer begins with four introductory paragraphs - after that, she gets into it.

Collaborative Learning Groups *by Peggy McGuire*
this topic should be stressed more throughout this book
helpful, we are beginning to implement this
no specifics spoken to in article
How about more examples
Interesting. Develop into more substantial article.
This is another excellent article.
Do not promote certain materials in handbook
I do not work with groups
worth looking into. our program doesn't work that way

Math Instruction for the Adult Literacy Student *by Ellen F. McDevitt*
definitely need more math info - right on target
good points
very good.

Tests of General Educational Development (GED) *by Larry Goodwin*
combine with next
answered questions about costs and time
why not ref. test in back. What are the 5 tests? Explanation would be nice
Is there no "800" number?
This is a practical article.
Make it a little longer with more detail.

Short & to the point; good resource article
shaky first sentence

Helping students to prepare for the GED *by Joyce P. Kerrick*
Table on p.32 is good
well-organized, practical
Preparation for writing skills does not get enough attention in article
This is another practical article.
Good suggestions for promoting thinking
Delete the scope of the article. It reads fuzzy.

Lifelong Learning from Family Literacy *by Maggie Gibb*
needed a conclusion
Include issues relating to cultural differences in parenting & family structures & how this can create tensions
I work in a prison setting
This is really good writing (and biblio is good)

UNIQUE CURRICULAR CONSIDERATIONS (next 6 topics):

The Homeless Adult Student *by Elizabeth S. Houston*
basic
interesting
This is an excellent section.
Generalizations made about homeless & public housing students concern me

The Adult Student in a Public Housing Program *by Amy Chapple*
basic
Many residents of public housing are experts in "rights"
interesting
I wish this were a little punchier e.g. problem posing educ. around housing issues
interesting
This is an excellent section.
if "Life in public housing is often transient" why are there generations who have never lived outside public housing?

The Rural Adult Student *by Monica Kindig*
How about addressing the transportation problem or shortage of services
interesting
good points
This is an excellent section.

The Institutionalized Adult Student *by Joan Y. Leopold*
interesting
This is an excellent section.

The Migrant Adult Student *by Barbara J. Mooney*
could give more ideas
interesting
This is an excellent section.

The Incarcerated Adult Student *by Twila S. Evans*
interesting
This is an excellent section.

<END OF UNIQUE CURRICULAR CONSIDERATIONS SECTION>

Teaching English as a Second Language to Adults *by Janice R. Frick*
excellent!
Very good examples. List of materials is very good (heavy on Prentice-Hall though)
appreciate publishers and materials listings
This is great!
read like a college paper
At places this article is too pedantic.

How to Survive Your Workplace Teaching Assignment *by Jeffrey Woodyard*
good - down to earth advise [sic]

Family Centers in Pennsylvania *by Randall S. Bauer*
could give a list of centers
I'd be interested to know where these are.
but WHERE are the centers
Give suggestions on how to start one & where existing ones are.
List a phone # for more info

Teaching Across the Miles *by Dorothy L. Hajdu*
we have no technology!
A growing area
More suitable for admin
Reference to 1994 change to "recent"

Curriculum Materials for ABLE: Making the Right Choices *by Jane W. Ditmars*
organized, easy to read
common sense advice
I would like to see the orientation of this reversed: commercial materials supplement & support real-life materials
seems to be a restatement of very general principles of education
This is an excellent article that demands more emphasis.
no changes
very good as a handout to tutors who volunteer.

Varieties of Computer-Assisted Instruction for Your Adult Students *by Ben Burenstein*
Add names of specific software programs
good, need more of this information
More on nonstereotypical form of CAI
More on how computers are a tool to support whole lang., problem solving, collaboration, etc.
well-written - easy to understand
This is an excellent article.
the last ¶ is essential info - however, the focus of the article is too broad; the writer knows the techno. but how this "transfers...to being active citizens in a democratic society" is not founded or explained.

5 SUPPLEMENTAL ACTIVITIES

Personal Counseling for Adult Students *by Pamela S. Hinden, L.S.W.*
excellent, we all have this issue facing us
Many good points in this article
very important material
very useful.
no changes - excellant [sic]

When the Teacher Is the Counselor *by Joe Beech*
excellent, we all have this issue facing us
good, specific advice
good addition to above

concise - on target
This is an excellent article.
no changes - excellant [sic]
"Never give a numerical grade" - many students want and need to see those numeric results
good handbook information

Planning a Career Education Program for Adult Students ***by Bernadette A. Mangie***
sounds more like an article for administrators

Recognizing Student Achievement ***by Jan Perkins and Anthony Giampaolo***
so-so
good ideas!
more generalizations, not specific to Connelley
excellent ideas, important
Excellant [sic]
This deals primarily with GED students
a couple of good ideas

Outstanding Student Awards ***by Sherry Royce***
excellent program
good explanation for new staff
important to remember
Excellant [sic]
good handbook stuff

How to Organize and Maintain an Alumni Association ***by Carol Molek***
worth considering
good
well explained
highly informative, well-written

6 PROFESSIONAL DEVELOPMENT AND SUPPORT

Staff Development: Professional Growth Opportunities for Adult Educators ***by Helen Hall and Ella Morin***
helpful
good for new staff
useful info.

Pennsylvania State Literacy Resource Centers ***by Cheryl M. Harmon and Christine V. Kemp***
This article demands more development.
List addresses also.
I was only aware of AdvancE
ok

Advice to Volunteers ***by Donald G. Block***
good.
Good addition to this new booklet!
good, specific advice
worth reprinting for handout
excellent
This is a good article.
needs no changes
solid suggestions

Graduate Programs in Adult Education ***by Trenton R. Ferro***
good list of universities (and addresses) is especially helpful

Thanks for the list!
Include relationship betw getting a degree and career advancement--there is not a clear career ladder or specific requirements.
extremely valuable list of schools/ Thank you.
i appreciated the writer's voice as much as the details

Action Research for Program Improvement ***by B. Allan Quigley***
concise "definition" of a larger concept - good
not clear
"academic" sounding, might scare newcomers
More general article on models of staff devl., pluses & minuses
appropriate

PAACE: Pennsylvania Association for Adult Continuing Education ***by Joan Y. Leopold***
good description
good for new staff
useful & essential
PAACE and AACE [sic] can be combined in one section
appropriate

AAACE by Charles H. Holbrook
good description
not as descriptive as Joan's
We need to know how we are "connected" statewide
PAACE and AACE [sic] can be combined in one section
appropriate

National Center on Adult Literacy (NCAL) ***by Sandra K. Stewart***
good description
Include the fact that technical reports are available on a range of topics...
good to know what's out there!
These two [NCAL and TLC] can be combined
appropriate

TLC: Pennsylvania's Literacy Organization ***by Linda Herr***
good description
does not explain function of TLC as I t[illegible]ght
Teachers need to be aware of resources. V. Good.
These two [NCAL and TLC] can be combined
I find most of the material in this newsletter referring to LLA programs. I find nothing that pertains to LVA programs. Should not TLC be all inclusive
appropriate

7 RESOURCES AND DIRECTORIES

The Adult Educator's Essential Bookshelf ***by Cheryl M. Harmon and Sherry Royce***
p.53. ESL "This literature review ... reflected in literature" not clear
well organized, very useful
Valuable info
some info could be inc. in Harmon/Kemp article
More real stuff, e.g. publications from ALRI in Boston, LAC in NY & ERIC publications by Hannah Fingaret, Politics of Workplace Literacy by Gowan, The Complete Theory to Practice Handbook of Ad. Lit., Auerbach, etc., etc.
Totally useful
This is an excellent article.
very good
appropriate

Publishers of ABLE Curriculum Resources
very helpful
easier to read with lines added. Also "a, v, sw" is helpful
well organized, very useful
Valuable info
confusing format
Completely useful - essential
Again this is excellent.
excellant [sic]
appropriate

Directory of Writers
a good resource
inciteful [sic] but omitted Nowack, Kindig, Ditmars, Hall & Stewart
Several are missing!
Important to know who's writing - credentials, background, etc.
excellant [sic]
Some are missing
appropriate (missing Stanley Nowack)

Glossary of Related Terms, Agencies, and Organizations
Absolutely essential
Very helpful!
good summary
great for new staff
How about participatory literacy educ., practitioner inquiry, equal
Very useful!
Excellent. Perhaps this glossary should be placed at the beginning of the book.
no changes
Excellent addition
appropriate

Glossary of Abbreviations
Absolutely essential
Very helpful!
good summary
great for new staff
Very useful!
Excellent
no changes
Excellent addition
appropriate, as well

GED Testing Centers in Pennsylvania
Very helpful!
good resource
more current than one I got from PDE 1 wk prior
Very useful!
no changes
Excellent addition
not sure who need this

Index
Very helpful!
good resource
eliminate authors - subject only
Very useful!

no changes
Excellent addition
its good to have an index

New Topics [suggestions for]

I don't quite remember last year's handbook, but his one seems to have so many more topics that interest me. In addition, articles seem much more specific, giving the reader the "how" of how to implement the ideas & practices.
Perhaps more on workplace literacy. Contact Priscilla Carmen, ISAL
Possibly specific advice for preparing ESL students for the GED exam. Teaching ESL students who are literate vs. those who are illiterate in their native language.
The appropriate time to conclude a learner's program if goals are unreachable and frustrating--how long to retain before moving to another program, assistance, etc. in order to become functioning adult in society?
Adults w/learning disabilities; How to study-adults; Time management
Include more articles pertaining to one on one tutoring. Expand other articles to focus on one on one tutoring in addition to classes.
We really seem to be moving in the direction of relating everything to the workplace. More on this would be helpful.
None that I can think of
Literacy research, Participatory literacy education
I think the present articles are well-chosen & have universal applicability in most cases.
I think a section should be devoted to tutors who are discouraged because students keep cancelling or do not do their work on time and also on how to deal with personality conflicts.
How to build collaboration among adult ed. providers--community mapping.
Specific steps for teaching a "Directed Reading" activity directed at new tutors. Maybe an article on the value of "games" in reinforcing reading skills.
Add some humor - many of the articles stressed that a person should do this or "Never" do that -- many unusual things can & do happen in adult education centers - share some of these & advise new staff to "go with the flow"
poss. something written about the least and highest funded programs in the state/by staff or students/(for general interest)

Section Divisions [how articles are divided into]

Topics are logically placed in the appropriate section.
I think all the essential topics are covered very well!
I can't give specific advice as this is not my area of expertise - However, I found the handbook very "readable" and learned several things from it outside my field
Very well.
I felt areas were divided quite logically.
Reorganize "Unique Curricular Considerations" into one article written as a committee effort. Many points apply to more than one area - not just the area of the individual author
The section divisions are good.
Yes
I think so?
Yes, I feel that the topics are broad enough to relate to all practitioners, and the categories properly categorize the articles.
This is a comprehensive document that should be very helpful to anyone working in adult education.
I think all divisions are well covered under their headings.
No suggestions.
I feel all the broad areas have been covered adequately - I cannot think of any addiitonal ones at this time
technology in the office/technology in the classroom•what is new to administration•new to teachers•have computers shown they made a difference in adult education•jobs-does it help to have preliminary computer know-how•occupational outlook & jobs programs.

Reader Friendliness

clear, concise language, very logical.
Yes, well organized with a helpful index. General format-the main question...is "Will this be helpful to me?" And, after looking through the index I see many topics that catch my interest. I think this is how most...will look at this handbook
No definite suggestions. The articles seemed to be logically organized and the information well presented.
Well-organized.
The organization of the Handbook is excellent and the format readily accessible. The index is very helpful.
Handbook is very well organized and is easy to use.
The charts, graphs, and lists are a great (and much-needed) addition. They make the book more user-friendly.
The Staff Handbook is a fine resource for newcomers to adult education.
Good diversity of formats, easy to use/find info
Very user friendly
Format-good. Organization-good. Indices always helpful! Some of the articles may be too technical for volunteer tutors.
Very user friendly. Extremely helpful. Excellent resource to sit next to my work materials and dictionary.
The organization is excellent. Some of the charts should be larger. Some of the article could be emphasized by some graphic -- [can't read]
I think all divisions are well organized and accessible. It will be very usefull [sic] in my literacy tutoring.
Very well organized. Easy to read. Love the glossary of terms and abbreviations.
I found the handbook to be well organized - I suppose the index could be useful if looking up a specific topic or author - I prefer the Table of Contents.
This handbook is much better than the previous one. More breakup of print makes it easier to read. Still larger print & more white space (like our adult learners) will encourage the reader to read more & longer
1. Authoritative voices in an address, in person are listened to because, i'd guess, of the resonance and dynamics of the human voice. On paper, multi-clause sentences that just won't let go sound stilted and, i feel, do not invite a reader onto the grounds
2. The format is accessible. THe "table of contents" is generally what i will probably use, since the book isn't long.

Design/appearance/packaging
It does seem a bit cluttered, other than that, fine
The cover has an attractive appearance and informs potential readers of its purpose. It is clear and readable.
I liked format of pp. 34 & 35! Test listing on p.26 is very valuable. Info on p. 25-classifying ESL proficiency-very useful. List on p.37 -very good. List of publishers...easier to read than previous...Only suggestion: print cover in colored ink-budget permitted
Very professional/Well organized/readable
I like the shaded, bold areas. Perhaps the articles could be separated by a sold line as opposed to mere headlines.
Very well organized - clear, uncluttered and readable. No particular weaknesses.
It looks good, although brown is a dull color for the cover.
Very good
The pages are very crammed--but there is a lot of info to fit in ...
It looks good. Pages 34-35 I found difficult to look at & read. It was very distracting. Too busy
THe format is attractive, clear, and readable. I like the fact that some articles have a dark gray background. Why?
The gray sections are effective for emphasis. Other articles, I think, should be emphasized with other graphic devices. On the whole the material is presented well.
This handbook is well presented. Most is well written and understandable.
The cover is a bit cluttered. Good layout of articles.

I like the double column format - I also like the contrast of having the gray as well as white articles. On the whole it was easy to read - the cover was attractive and not too cluttered - even though there was more information on it than the '92 edition

its fine.

Overall evaluation [statistics on spreadsheet]

Much improved. I will use this more than in previous years!

Many changes noted from review of 1992 edition - This has been a major revision on your part.

I had difficulty with this evaluation form. I answered most...questions as an evaluation of a "handbook" a desk reference...though many topics did not apply to my...needs they...were adaptable (and applicable) Accordingly...no reason to eliminate their inclusion in

I am always pleased when I have one book to access that contains much of the information that I need on a regular basis.

Sometimes, the articles seem somewhat redundant, and often just recite very general principles of education taken out of any college education text.

Perhaps the print could be a bit darker and a bit larger.

In your ratings column, under D. Future Status there shoud [sic] be a number 4 that says "No changes necessary"

I feel some of the articles could be more specific - especially in Section 4, Teaching Adults. For ex. in the '92 edition there is "A Model Lesson Plan" which could be very helpful to the new tutor.

I would like to read some fine PA ABLE students' writing, especially in the "unique curricular considerations" - Also, more could be addressed about the students needs in this section.

Other comments

Although [some of the articles] were not applicable directly to my comm. college position -- these short articles were interesting & valuable..

This really seems like a Handbook now. I will definitely use it as a resource book. Not sure I would have said that before!

This is an excellent handbook.

Where have all the tutors gone? (now that Barbara Bush is not as visible a spokesperson for literacy)